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ABSTRACT

Vermont's adaptation of a federal Resource Agent Program (RAP), designed to meet the in-service training needs of teachers, is described in this final report. Part of a complete dissemination system, RAP was funded as a pilot program to initiate a collection of Vermont-originated resources to be entered into a state educational database. Described in a discussion of the special purpose grant which funded the project are grant renewal, amendments, and the administrative process. A discussion of the overall impact of the project, also in the grant report, is based on workshop evaluations. The aspects of evaluation is treated more fully in an appendix, which presents participant views both through comments and through two sets of questionnaires distributed after the workshops. Participants were questioned on perceived benefits, efficiency of organization, quality of communication, and most and least useful aspects of the workshops. The two survey instruments and a RAP catalog of training sessions are included. Other appendices to the final report are forms and letters used, a timeline of RAP program activities, materials used at a RAP training session, and two quarterly grant reports. (SW)

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FINAL REPORT

OF

NIE SPECIAL PURPOSE GRANT

January 1979 Through September 1979

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May 9, 1980

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NIE FINAL REPORT

VERMONT SPECIAL PURPOSE GRANT

January 1, 1979 through September 30, 1979

INTRODUCTION

The following final report of Vermont's second Special Purpose Grant covering the period from January 1, 1979 through September 30, 1979, is broken down by major headings as follows: History; Second Special Purpose Grant (January 1, 1978 through December 31, 1978); Amemdment to Second Special Purpose Grant; Administrative Process (January 1, 1979 through September 30, 1979); Impact; Summary; and Appendices.

HISTORY

In 1976-1977, Vermont was the recipient of a Special Purpose grant from the National Institute of Education to work towards a complete dissemination system (or a Capacity Building grant) for the Vermont Department of Education. This first Special Purpose Grant was a pilot program centered in the southern part of the state and was to initiate a collection of Vermont-originated resources to be put on microfiche and entered into a Vermont Educational Resource Base (VERB).

Five part-time employees were hired to seek out and submit to the Department all possible promising practices, publications, techniques, products, etc. created by Vermont teachers in Vermont classrooms. These resources were entered in VERB, indexed and made available on duplicate fiche or hard copy in the same manner that ERIC resources are provided to Vermonters.

SECOND SPECIAL PURPOSE GRANT (January 1, 1978 through December 31, 1978)

After the completion of this Special Purpose grant, Vermont decided that it was imperative that another piece towards a Capacity Building Grant be explored, i.e., a collection and file of Vermont's human resources. On November 8, 1977, in a cover letter to Gaynell Bullock, National Institute of Education, the three co-signers of the letter, Gerard Asselin, Director of the Division of Federal Assistance; Mary Ann Brennan, Assistant Director; and Karen McCarthy, Project Coordinator; noted that Vermont's second Special Purpose grant would be devoted to developing "a human resource system that can provide a network of educational skills around Vermont."

The letter went on to state: "This human resource system would be called VERB (Vermont Educational Resource Base) Agent system, which would be the creation of talented teachers whose original materials and methodology meet an educational need in Vermont. Their skills would be applicable in daily classroom situations and the materials they created would be available through the print-based resource system to a broader audience.

"Basic presentation training for this activity would be provided in the use of specific educational resources, and teaching methodologies, in the development of specific teaching activities and in the planning and development of proven innovative and exemplary educational practices.

"The Vermont Department of Education would compile a directory of these 'agents' during the late summer of 1978, for use during the next school year 1978-79. Each agent would, in a sense, be located and 'validated' by the Department for service among teachers in Vermont. Teacher Centers in Vermont will, as they grow, find VERB agents a natural adjunct to their own resources."

AMENDMENT TO SPECIAL PURPOSE GRANT

An accompanying document to this letter entitled "Amendment To The Special Purpose Grant" consisted of answers to thirteen questions raised by NIE negotiators by phone to the co-signers of the November, 1977 letter and, therefore, the "Amendment To The Special Purpose Grant" constitutes the basis for the development of procedures and activities which took place during the second grant period and its extensions.

Although throughout the "Amendment" document, the human resources to be identified are referred to as "VERB agents", and do, indeed, represent human resources inserted in the VERB System, the system used for identifying, validating and selecting such human resources was an adaptation of a program called the Resource Agent Program which had been created and used by the Division of Federal Programs (now called Division of Federal Assistance) since 1974.

As a Divisional Program, ESEA Title I personnel in the field and project directors of ESEA Title IV-B and IV-C who were known to have developed special expertise or unique programs were identified by Divisional staff members and put under contract with the Division to conduct free workshops to all Vermont educators. The money for the program was derived from Title I and Title IV administrative funds.

When it was determined to expand this Divisional activity into a Department-wide effort through the assistance of the second Special Purpose grant, it seemed more feasible, because of the public recognition factor of the RAP Program, to continue to call the Department agents RAP agents rather than VERB agents as orginally proposed in the "Amendment".

Another departure from the original plan outlined in the "Amendment" was the omission of the use of paid regional "Identifiers" who would supply the names of possible candidates to be RAP agents. It was discovered that a Resource Agent Panel consisting of representatives from each of the Department's operating Divisions, a representative from the Vermont Education Association, and a mass appeal to the public and to superintendents and principals in the field, was able to develop over 100 candidates in a sufficient variety of subject areas to obviate the need for paid regional "Identifiers". In addition, it was determined more cost effective to use the money for "Identifiers" to fund more agents.

Another change in the "Amendment" was effected by a letter of February 9, 1978 to Dr. Arch Steiner, Program Officer, NIE, in which it was requested by Karen McCarthy, Coordinator, ERIC/VERB system, that persons "identified (as RAP agents) may be recipients of other grant monies".

The validation of the human resources referred to in the "Amendment" consists of on-site visits by Department consultants and others from the field in the subject areas represented by the applicants to the actual classrooms of RAP candidates in order to observe the activities of the applicant's proposed workshop in person and to judge the qualifications of the applicant as a presenter to other teachers.

From January 1, 1978 through December 31, 1978, using the basic model as originated in the Division of Federal Assistance for the selection of RAP agents, but with the addition of a Department-wide RAP Panel to assist in the identification, validation, and selection of agents, 51 Vermont teachers and/or resource persons were put under contract to give a maximum number of nine workshops to other teachers beginning September 1, 1978.

Although preparation for the contract period (selection of agents, signing of contracts, publishing of the Catalog, training, etc.) took place between January, 1978 and August 30, 1978, as mentioned above, the actual 10-month contract period for the new agents began September 1, 1978 to run through June 30, 1979. This meant that the grant period would end December 31, 1978 when the agents were only four months into their contract period.

Consequently, in July, 1978, Karen McCarthy, Education Resource Coordinator, requested in a letter to Dr. Arch Steiner, an extension of the grant time and monies for an additional six months in order to honor the remaining portion of the RAP contracts. No additional grant funds were asked for.

ADMINISTRATIVE PROCESS (January 1, 1979 through September 30, 1979)

The request for the extension was granted by NIE but because the remaining funds did not allow for any further contributions towards salaries, the position of Education Resources Coordinator became vacant as of January 1, 1979. In February, the Dissemination Specialist of the Division of Federal Assistance, under the supervision of the Assistant Director of the Division, began to pick up some of the duties of the Education Resource Coordinator and was appointed Project Director. The day to day correspondence and record-keeping for the 1978-79 RAP agents and other clerical duties connected with the grant continued to be handled by another employee, a Librarian-Technician, fully paid for by the Department.

Recruitment for the selection of agents for Fiscal Year 1979 began in February with the appointment of a new Department RAP Panel made up of representatives from the various operating Divisions appointed by their Directors. Members of the Panel were:

Henry Bissex, Assistant Director, Division of Adult Education Services, who also has prime responsibility for the Department's liaison with Vermont's two official Teacher Centers;

James G. Lengel, Chief of Elementary Curriculum, Division of Elementary and Secondary Education, who has extensive contacts in the field;

Mary Perry, Dissemination Specialist, Division of Federal Assistance, and interim RAP Coordinator;

Douglas Walker, Training Coordinator, Division of Special Educational and Pupil Personnel Services, with dissemination responsibilities for that division; and

Richard Higgins, Assistant Trade and Industrial Education Consultant, Division of Vocational-Technical Education.

Because NIE funds would not be available to finance the program in Fiscal Year 1979-80, the Director and Assistant Director of the Division of Federal Assistance, as well as the Dissemination Specialist, began the process of contacting the Directors of other Department Divisions and programs in order to solicit contributions to continue the RAP Program as a Department-wide effort. This proved to be a somewhat difficult assignment, not because there was any doubt of, or lack of support for, the RAP program but because the guidelines and regulations of various Department programs -- whether state or federally funded -- left very little free money to divert to new purposes. Therefore, most programs of necessity had to require that any agent funded by them be prepared to conduct workshops only in their subject areas in order to be in compliance with program objectives.

However, the following programs within the Department contributed a total of $24,800 towards the 1979-80 RAP Program. (ESEA Title I and IV, Special Education, Teacher Centers, Right to Read, Early Childhood, Bilingual Education, and the Commissioner's Strengthening Funds). This worked out to approximately $800.00 per agent, which sum covered a maximum of six workshops (vs. a maximum of nine the previous year), honoraria at $35.00 per workshop, mileage expenses, materials and supplies, substitute teachers and (pro-rated per agent), cost of publicity, training and publishing of the Catalog.

The RAP Coordinator and the Librarian-Technician were responsible not only for monitoring the record-keeping and problems connected with the remainder of the contracts for the 1978-79 agents, they were simultaneously actively engaged in recruitment and preparation for the 1979-80 RAP Progam. New and/or revised application forms, an on-site review checklist, selection criteria and evaluation forms for both RAP agents and workshop participants for 1979-80 were created (see Appendix C) and approved by the Evaluation Consultant and the RAP Panel members.

Because of the press of other duties and lack of travel funds, the RAP Coordinator was not able to continue the awareness activities in the field to the extent possible when a full-time Education Resource Coordinator was available but every opportunity to promote the program through newsletters, flyers/conferences and radio announcements was seized upon.

During April, 1979, recruitment for 1979-80 candidates accelerated with members of the RAP Panel being responible for returning to their respective Divisions to solicit names from Divisional consultants of RAP candidates in the field who were known to have special expertise in various areas. At the same time two mass mailings went out at different times to all local school district principals, all superintendents, Title I Contact Persons, Title IV-C project directors, the Vermont Education Association, and other sources of information on teachers. Any newsletters to special clientele emanating from the Department were asked to insert notices about the recruitment for the coming RAP season.

In April a temporary professional employee was hired by the Department to assist the RAP Coordinator with details regarding the 1979-80 RAP program. This individual, Tina Bielenberg, not only assisted in the development of the new forms but turned out to have experience as a graphic artist and was instrumental in saving the Department $500.00 in artwork included in the 1979-80 Catalog.

About the middle of May after all on-site visits were completed, the RAP Panel met to make the final selection of 1979-80 RAP agents. As mentioned above, the estimated sum of $800.00 per agent divided among the total $24,800 contributed limited the number of agents to be selected to 31 and because of categorical programs, limited the variety of subject areas. This resulted in many excellent candidates, including some former RAP agents with superior records, in general curriculum areas, being eliminated. After much deliberation the agents and their subject areas (see attached Table 1) were selected to be offered contracts.

In May and June, the chosen agents were notified of their selection, asked to signify their continued interest and to obtain written authorization from their principals that they be allowed to leave their classrooms for the specified number of workshops. Written permission from the appropriate superintendents was also obtained. During this period, details of the new contract were worked out with the Department Legal Counsel and the Vermont Attorney General's Office and early in June, preparation for the 1979-80 Catalog was begun with the new agents being requested to submit rough drafts of descriptions of their proposed workshops.

In making tentative plans in June for the annual training session the last part of August, a telephone survey revealed that most school districts required the attendance of teachers at in-service training and orientation sessions the last week in August (the week before school opened). The next to last week in August was therefore selected for the training session and the dates of August 19 and 20 were picked because those were acceptable to Goddard College in Plainfield, a small institution ten miles from Montpelier which had been selected as the training site.

At the same time, initial negotiations were entered upon through the National Diffusion Network's Technical Assistance Brokerage to obtain the consulting services of Robert Hanson of New Jersey to assist in the group dynamics training. Several of the former RAP agents who had excellent records as presenters were also enlisted to give their personal experiences in translating areas of expertise into workshops suitable for other teachers.

On June 30, 1979, the contracts of the 51 1978-79 RAP agents terminated. As noted in the evaluation report, 41 agents conducted a total of 198 workshops during the contract period. (See Table 2) In the meantime, in a letter dated June 12, 1979 from Mary Ann Luciano, Assistant Director of the Division of Federal Assistance, to William Sullivan, Chief, Contracts and Grants Management Division of NIE, a time extension of the Special Purpose Grant until September 30, 1979 was requested to "provide for a better final product report; procedural and policy manual for the Resource Agent Program which responds to Local Educational needs for improved programs". The request did not ask for additional funds.

Vermont's request for an extension of its second Special Purpose grant until September 30, 1980 (see above) being granted, the Evaluation Consultant started on an indepth analysis of the evaluation reports submitted to the Department by both agents and workshop participants following the completion of each workshop. A follow-up survey was conducted in November in which a randon selection of past RAP workshop participants were contacted to ascertain how many had incorporated the ideas they had learned from the workshop into their own classrooms. A report summarizing both studies is attached. (See Appendix A)

1979-80 RAP AGENTS AND SUBJECT AREAS

TABLE I

A. THE ARTS

1) Lois Cooley - "Using The Arts To Learn"

2) Michael Hanish - "Found Music

3) Marilyn Hopkins - "Integrated Art Activities"

4) Barry Mallis - "Mime And Movement"

B. BILINGUAL CHILDREN

1) Jessica Hord - "Functional Literacy and Second Language Teaching".

2) Carol M. Story And Katherine E. Holmes - "A Mixed Bag: The Integrated Curriculum"

C. EARLY CHILDHOOD

1) Caroline Pellon And Polly Taylor - "Early Childhood Preventive Curriculum Program"

2) Carol Pierce - "Beginning Reading - A Personalized Approach"

D. ENVIRONMENTAL STUDIES AND SCIENCE

1) Wayne Ganson - "Have Telescope, Will Travel"

2) Douglas Sherry, Sandal Cate, And Dona Koenemann - "Montpelier Environmental Education Program"

E. HEALTH AND LIFE SKILLS

1) Chaunce Benedict - "Teaching About Aging"

2) Marcia Hunker And Martha Riley - "It's Up To You - Health Education and Life Skills Curriculum"

3) Sal J. Wiggin - "Family Life Education and Health"

F. LANGUAGE ARTS

1) Pamela Bernardini - "Self-Selected Reading Materials as Motivators for Writing"

2) Kathleen Carey - "Developing Written Expressiveness"

3 Scott O. Kalter - "Bridge Building"

4) William Lingelbach - "How To Teach Writing"

5) Paula Nickerson and Luciel C. Wilson - "Developing Teacher-Made Materials"

6) Burton W. Porter - "Advanced Literacy for College-Bound High School Students"

7) Linn S. Wilson - "Reading For Survival"

TABLE I CONT'D.

G. LIBRARY AND MEDIA SKILLS

1) Elizabeth Burke - "Running A Volunteer Library"

2) Walter Ungerer And Jill Bolster - "Experiments in Film Production"

H. MATH AND COMPUTER SKILLS

1) John Burton - "Activity Approaches to Basic Math Skills"

2) James Callahan - "Math Manipulatives"

3) Jean F. Stefanik - "B.A.S.I.C. Microcomputer Literacy and Reasoning Program"

I. SOCIAL STUDIES

1) Margaret M. B. Cassidy - "Foreign Travel and How to Make the Most of It"

2) Charles Marchant - "The Community in the Classroom: 'Senior Survival', a Model for the Utilization of Community Resource Personnel"

3) Cynthia Seybolt And Irene N. Mayer - "A Taste of the World"

J. SPECIAL CHILDREN

1) Robert Kachnowski - "Towards a Free and Appropriate Education for Gifted and Talented Children"

2) Frank Malinosky - "Developing a Program For Secondary Special Needs Students"

3) George Salembier And Elaine Delorme - "Individualizing Basic Language Arts Skills"

* It should be noted that the last two agents (Malinosky and Kachnowski) cancelled their contracts for personal reasons shortly after September, leaving only 29 active contractors for the remainder of the year.

TABLE 2

1978-79 RAP AGENTS, SUBJECT AREAS, AND NUMBER OF WORKSHOPS

Adler, Diane	Motivational Techniques for Foreign Language Study	7
Brownell, Mark	Vermont Economics: A Backyard Approach	2
Buehner, Terry L.	American Studies S-L-O-W-LY	0
Burke, Elizabeth	Running a Volunteer Library	7
Burton, John	Art in Math, Math in Art	9
Callahan, James	Math Manipulative on Tape	9
Carey, Kathleen	Developing Written Expressiveness	10
Doost, Kay	Curriculum in the Arts	2
Elliott, Sandra J.	World Geography	2
Folino, Virginia	Black/White Slide Photography	2
Ganson, Wayne	Astronomy in Vermont	2
Gottesman, Jeffrey	Creative Math Manipulatives	3
Hasskarl, Elsie M.	The Energy Challenge	2
Hosford, Carol R.	The Rise of Western Culture-A Myth and Arts Approach	2
Igleheart, Margaret	Media Center "How To"	2
Irwin, Lynn	Games in the Social Studies	0
Jaquay, Nelson	Developing an Elementary Economic System through the Industrial Arts	0
Junker, Casey	Childcycle	3
Kachnowski, Robert	A Working Model for Gifted and Talented Children	9
Kennedy, Mary P.	Without a little twist there are alot of things that wouldn't stay together in the world.	1
Kreitzer, Jerome D.	The Nature of the Future	1
Lane, Karen	Ethnic Heritage	1
Le Duc, Darryl	Writing Longer Sentences	2
Lingelbach, William E.	How to Teach Writing	9
Madison, Mark	Creative Writing and Radio Plays	2
Mallory, Leigh	Project Adventure	7
Marchant, Charles R.	Community Involvement in Secondary Education	2

TABLE 2 CONT'D.

Melville, Dorothy	Nutrition and the Total Curriculum	4
Miller, Jane	Recourses in Reading	8
Mortensen, Eric	Project Paradise	0
Mullen, Gerard A.	Land Use and the Vermont Environment	1
Nelson, John	Vocational Drafting	0
O'Brien, Kathleen	Rural Resources for Parents	9
O'Keefe, Lawrence	Project Paradise	0
Onion, Margaret K.	The Potential of Research Sequences	4
Pacilio, Vincent S.	Solar Greenhouse and Associated Studies	0
Pierce, Carol M. Pierce, Patricia C.	Developing and Teaching Pre-Reading Skills	8
Powell, Linda L. Rich, Martha J.	Filming Projects in Oral History	3
Rider, Fenn T.	Affective Learning	7
Riley, Rose	Skill Centers for the Classroom	11
Rusnak, George E., Jr.	The Teacher as a Pilgrim in Learning	1
Seybolt, Cynthia T.	How to Survive as a Part-time Librarian and have Fun	3
Sherry, Douglas	MEEP	8
Singer, Thomas K.	Creative Dramatics	4
Slayton, Ronald	Participation is Art	12
Stanton, Alexandra	Understanding Culture and the Ways of Vermont	2
Strathairn, Frankie	Task Analyzed Skills for the Handicapped	9
Ward, Gale	A Whale Curriculum	0
Warner, Eva L.	Individualized Instruction	5

NIE FINAL REPORT

Work on the Catalog continued during the summer and final arrangements for the two-day training session on August 19 and 20 were made. The contracts were also signed by the Legal Counsel and the Commissioner of Education in triplicate before the training meeting at which time the agents themselves officially signed the documents. The agenda, vita of the out-of-state consultant, forms and other materials distributed to the agents at the training session are included in the Appendices.

On September 1, 1980, the new contracts became effective and the 29 agents became available for workshops. Upon delivery of 3,000 copies of the 1979-80 RAP Catalog in mid-September, a mass mailing was conducted to all Vermont superintendents, elementary and secondary principals (both public and private), Title I Contact Persons, Title IV Project Directors, members of the Title IV State Advisory Council, school libraries, and all Department of Education directors and consultants. Multiple copies were also sent to each RAP agent, to the Vermont Education Association, the Vermont Council on the Arts, and three Teacher Centers in the State. In addition, the Catalog was advertised in the Division of Federal Assistance's publication New Federal Papers and made available at various educational conferences and meetings throughout the State. Individual RAP agents were also allowed to conduct awareness sessions on their particular workshops at a State-wide Conference sponsored by the Division in October.

At this point, a clarification may be in order regarding the "procedural and policy manual for the Resource Program" referred to in the letter of June 12, 1979 from Mary Ann Luciano. As originally envisioned, this manual was to assist local educational agencies in learning how to apply to become RAP agents and how to go about engaging a RAP agent to conduct a workshop. It was discovered that such a manual would not be cost-effective since the application forms, the criteria for selection, the instructions to RAP agents once selected, and the procedures for obtaining the services of RAP agents are all thoroughly explained in the instruction sheets to field personnel accompanying each phase of the operation and in the Catalog which explains in detail how to contact a RAP agent. In addition, because of the variegated funding patterns over the past three years, it is difficult to describe a definitive process that would be of any use to local school districts or other states, although in general the timeline remains approximately the same. The materials generated covered all the items necessary for a RAP program to be adopted by other states. The process as used during the grant period has been explained in detail both in the narrative portion of this report and in the timeline which is part of Apendix B.

During the summer of 1979, Vermont wrote a successful Capacity Building Dissemination grant from the National Institute of Education which provided again for an expanded number of individuals to be entered into VERB files as human resources and did not limit the subject areas to categorical programs. The 1980-81 RAP agents will also receive training in linkage techniques, as part of the grant conditions.

IMPACT

Vermont's exploration of ways to develop a state-wide collection of human resources through funds provided by a second Special Purpose Grant funded by the National Institute of Education, proved to be not only feasible but highly effective. The positive impact on other teachers by 51 Resource agents under contract with the Vermont Department of Education for Fiscal Year 1979 is demonstrated over and over again by the results gleaned from evaluation forms returned by both RAP agents and workshop participants (those who attended the workshops). The overwhelmingly enthusiastic response by both type of responders led to the commitment of funds to support the 1979-80 Resource Agent Program contributed by various Department Divisions and programs and this support allowed the Department to put 31 agents under contract for 1979-80 without the benefit of NIE financing.

In evaluating the 1978-79 program, two sets of questionnaires were utilized, i.e., those required to be returned by each RAP agent following completion of a workshop, and those required to be returned by each workshop participant. In addition, in November of 1979, a follow-up questionnaire was sent to all Fiscal 1979 RAP agents as well as to a quarter of Fiscal 1979 RAP participants. (See Appendix A for Evaluation of Resource Agent Program).

AMOUNT OF KNOWLEDGE ABOUT THE RAP PROGRAM

It is important that the availability of a state-wide in-service program be well known to teachers in the State. Three questions from the first series of questionnaires bear on this issue of how effectively professionals have been informed about RAP and where they received their information. RAP agents were asked for the role/title of the person from the local school who contacted them to set up the workshop. The biggest category was teacher (general), followed by principals. These two categories account for almost half of the responses. When RAP workshop participants were asked, "Prior to attending this workshop, what did you know about the RAP program?", about 43% of the workshop participants knew little or nothing about the RAP program prior to attending the sessions. When workshop participants were asked, "How did you learn about the RAP workshop?", 29.61% checked the category "catalog"; 21.35% checked "an in-service day"; 21.85% "RAP agents"; 16.50% checked "teacher who had been at a RAP workshop"; 10.68% checked "Department of Education Consultant"; and 31.30% said "other".

SCHEDULING AND ORGANIZATION

The question of appropriate scheduling and organization of RAP workshops is one of those logistical questions that always needs attention, but what problems of scheduling and organization surfaced, did not appear to be of significance.

PERCEIVED BENEFITS OF RAP WORKSHOPS

Three of the questions asked RAP workshop participants bore directly on the issue of the perceived benefits of the program. The first question stated, "Compared with other kinds of teacher in-service activities, how do you rate the RAP workshop?", with a rating scale that went from 5 or more useful to a 1 or less useful. Participants gave this item a rating of 4.5, a rating fairly close to the maximum of five. When RAP workshop participants were asked, "Compared with your expectations, what benefit has this workshop been?", on a scale of one to seven, with a one being "none" and seven being "very beneficial"; this item received a rating of 5.93.

QUALITY OF COMMUNICATION

The issue of how good the communications were between the RAP agent and the RAP participants is critical to an assessment of the effectiveness of this mode of in-service training. When RAP participants were asked to rate the item "the agent's communication was", on a one to seven scale (with one being very poor and seven being very good), the mean was 6.50 or quite high. When RAP agents were asked to rate the question, "Judging from the participants' response, do you think the content of this workshop fit the audience?", (1 = not at all, 7 = completely) the agents gave this item a rating of 6.08. In summary, there seems to be adequate information to infer that the quality of communication between RAP participants and RAP agents was excellent.

MOST USEFUL AND LEAST USEFUL ASPECT OF WORKSHOPS

Both RAP participants and agents were queried in open-ended questions about their perceptions of the most worthwhile and the least worthwhile aspects of the RAP workshop. The participants cited as the most worthwhile aspects: 1) the benefit of specific techniques, and 2) usable, practical ideas, by a margin of three to one over the total of all other categories. In answer to the question as to the least worthwhile aspects, only 12% of RAP participants had any response to make at all. Both agents and participants placed "lack of time" and "none" in the top three frequency count.

DIRECT OUTCOME DATA

One of the basic criteria for success in this program is the direct application of what teachers have learned in their RAP workshops into the classroom. Overall, RAP workshop participants felt that the contents of the workshop were applicable to their classroom situation and planned to use the workshop contents in their classroom.

In the RAP participant follow-up survey, the question was asked, "Have you used the ideas, techniques, materials or resources presented at the workshop in your own classroom?", the number of respondents to the follow-up questionnaire stated they never used the presentation, 8% stated they used them 2-3 times, 13% stated they used them 4-5 times and 64% stated they used the presentation six or more times. In the follow-up questionnaire for RAP participants, "How much did your children learn as a result of using the resources presented at the workshop?", (on a scale of 1 = quite a bit, 3 = something, 5 = nothing), the mean was 1.66. When these same respondents were asked the question, "Do you plan to continue using the resources presented at the workshop?", a majority (81%) stated they definitely would use them with the balance (31%) stating that "maybe" they would use them.

SUGGESTIONS FOR IMPROVEMENT

Few of the RAP participants' suggestions mentioned items for improvement, concentrating instead on expressing overall approval of the program. The three suggestions for concrete improvement were: expanded/longer program, credit for graduate school or recertification and chance to observe agents in own classroom. The RAP agent comments contained more concrete suggestions for improvement, although it should be noted that "none" was the top ranked category. Both RAP agents and participants mentioned a desire for larger, expanded sessions. Better publicity, however, is a consistent theme that has come from a number of sources, both in the initial questionnaire and in the RAP agent follow-up questionnaire.

SUMMARY OF ACHIEVEMENTS

Taken as a whole, the program is a successful model of in-service education. A majority of people, 80% of RAP agents and 79% of RAP participants, stated they would attend another workshop or be an agent another time. Overall, both agents and participants seem pleased with the scheduling, organization, mutual communications and benefits of the sessions. Two areas to be considered for improvement are: Better publicity for the program and the possibility of a longer, more integrated series of workshops. When RAP agents were asked, "If you had to describe your RAP experience to another teacher, what would you say?" they wrote:

> "I would say that it was a valuable experience and good training for any teacher. A very worthwhile experience."
>
> "Being a RAP agent helped me to clarify, organize, and share my best teaching strategies. It encouraged me to reflect on my own strengths in teaching my curriculum, and improve in them, rather than always working on weaknesses. I enjoyed the opportunity to work with adults; teachers are especially receptive learners."
>
> "My RAP experience helped me to organize my thoughts and materials and boosted my morale and self-confidence as a teacher and speaker. I got to meet and compare notes with other teachers in my field. The experience was invaluable to me and a growing experience to me as well as a person as well as a teacher."
>
> "I learned as much as I taught. The experience was a growing one".

RAP participants were also asked the question, "If you had to describe your RAP experience to another teacher, what would you say?" Typical responses were:

> "I enjoyed it and found many practical technical/continue to use in my teaching."
>
> "Interesting, informative and directly useful."
>
> "It's refreshing to hear another teacher's ideas."
>
> "Expanding your curriculum is always a challenge; here is a gift to help you with this ever present problem - for free'.

SUMMARY OF ACHIEVEMENT CONT'D.

(and thank you ladies and gentleman for providing and working for this great program. The schools need all the help they can get.)"

"I felt the time spent was very beneficial especially since another classroom teacher was giving the workshop. Ideas that were given were practical and most useful."

In sum, the RAP program's success seems to rest on two basic factors: teachers teaching their fellow teachers based on practical ideas derived from their own classroom experience. It is a model worthy of emulation.

For the 18 months of Vermont's second Special Purpose grant, the following achievements were realized:

1) Identification, validation and selection by a specially appointed Department-wide RAP Panel of 51 RAP agents for the 1978-79 Fiscal Year.

2) A total of 198 workshops conducted by 41 of the 51 1978-79 RAP agents.

3) A Catalog of human resources identified and their areas of expertise published for 1978-79.

4) Identification, validation and selection by a specially appointed Department-wide Panel of 31 RAP agents for the 1979-80 Fiscal Year.

5) A Catalog of human resources identified and their areas of expertise published for 1979-80.

6) A total of $24,800 contributed by Department Divisions and programs to support the 1979-80 RAP Program.

7) An indepth evaluation of the impact and effectiveness of the 1978-79 RAP Program completed.

8) New and revised forms, a time line and procedural instructions applicable in general for future programs and adaptable by other states.

9) A two-day training session for 1979-80 agents held August 19-20, 1979.

10) Services available to Vermont elementary and secondary teachers through the 18 month RAP Program were given maximum exposure through the Catalog, awareness sessions, conferences and conventions, presentations and displays both within and without the Department.

Vermont looks forward to the coming grant years with special thanks to the Special Purpose grant allowing the state to prove the effectiveness of teacher to teacher workshops in the field.

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APPENDIX A

Evaluation of the Resource Agent Program (1978-79)

Evaluation of the Resource Agent Program

(1978-1979)

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GENERAL RAP PROCESS

The Resource Agent Program is designed to meet the in-service training needs of Vermont teachers. It provides an excellent model of Vermont teachers teaching Vermont teachers about techniques and materials they have developed from their own classroom experience. In general, both teacher presenters (agents) and teacher recipients were quite enthusiastic about the program. Two typical teacher recipients' comments were:

> "A worthwhile workshop due to the following: (1) a usable topic--has practical applications in a real classroom (too many workshops deal with the theoretical only) and at all levels; (2) a most vivacious resource person--holds an audience's attention, varies voice and motions, adept at what she was doing--most certainly not your typical 'let me talk down to your level' type of presenter. Keep up the good work."

> "I would suggest that anyone wanting practical ideas to stimulate their students and themselves should contact a RAP agent. We, at Berlin, have had hundreds of in-service programs; the RAP agents presented, without question, the most beneficial activities."

A typical RAP presenter (agent) comment was:

> "A Vermont resource helping a Vermont school. It's fun, exciting and very rewarding. It's what I wish I did every day."

Through RAP, 198 presentations were made to 46 supervisory unions (out of 60). The presentations were well distributed throughout the state (see Appendix A for a list of presentations by supervisory union). The dates of RAP presentations (see Table 1) follow a clearly seasonal schedule, with the main clustering of dates being in October-December and January-February-March.

The process of becoming a RAP agent involves several steps. Early in January, a Department-wide panel consisting of a representative from each of the operating divisions meets to review and update forms and procedures, discuss ways to improve the process, and offer names of potential candidates for RAP agents for the following fiscal year. The representatives also solicit names of potential candidates from their fellow professionals in their respective divisions. RAP candidates are present or former teachers identified by their peers as possessing special expertise in the use of educational materials, teaching methods, the development of special teaching activities or the use of innovative and/or needed educational practices.

All names submitted to and by the panel are sent application forms. In addition, a mass mailing of the announcement of the openings of applications

for RAP agents is sent to all superintendents and elementary and secondary school principals as well as school libraries. Department consultants are asked to announce the deadline date for new applications in any Department or subject area newsletters. Depending upon funds, former RAP agents may be allowed to re-apply.

Once applications are received, they are initially screened by the RAP panel and a schedule of on-site visits is set up. Applicants are rated according to previously approved selection criteria.

Final selection of the new agents is made by the panel in late April. Applicants are notified of their selection/rejection and successful candidates are asked to submit formal statements of approval of release time from their principals. Signatures of appropriate superintendents are also obtained. In the meantime, individual contracts for the new agents have been drawn up and approved by the Department's legal counsel and the Attorney General's Office.

According to available funds, the contracts specify the maximum number of funded workshops for each agent, the amount of the honorarium, the maximums for mileage expenses, and the maximums for materials and supplies. Contracts are signed by the designated RAP Contractor (some agent workshops include additional team members), the Vermont Commissioner of Education, and the Department's legal counsel.

In June, work on the following year's RAP Catalog is begun with each agent asked to submit a brief description of his/her workshop activities. Preliminary arrangements for a training and orientation session in the fall are sent to agents.

Late in August, a one to two day session is held by the Department for RAP agents and the RAP Catalogs are distributed at that time. The usual contract period is from September 1 through June 30. A RAP workshop typically involves a demonstration of a classroom activity (94%) and the opportunity for teachers to use materials (88%). The emphasis is on teacher to teacher communication about innovative teaching strategies developed from direct classroom experience. On the whole, the workshops seem to work.

What will be described in the rest of this paper is an evaluation of the RAP program based on questionnaires filled out by both presenters and recipients. The paper will describe the methodology followed by a description of how well informed RAP participants felt about the program, how good the scheduling and organization of RAP workshops were, how good the communication was between agents and participants, what the preceived benefits of the program were, what direct applications into the classroom have resulted from the program and what improvements are suggested for the program. The methodology will be described first.

TABLE 1

Numbers of RAP Workshops

September, 1978	2
October, 1978	20
November, 1978	31
December, 1978	9
January, 1979	20
February, 1979	18
March, 1979	24
April, 1979	15
May, 1979	13
June, 1979	7

Methodology

Two sets of questionnaires were utilized to evaluate the RAP program. The first set of questionnaires were designed to be filled out at the end of the RAP presentation. One questionnaire was designed for RAP agents (presenters) while the other was designed for RAP participants (persons attending the workshops). These questionnaires had to be submitted as part of the expense vouchers for payment. Six hundred nine questionnaires were received from RAP participants and 159 questionnaires were received from RAP agents (based on 198 RAP presentations). A standard content analysis (see Appendix D for rules of content and analysis) was done on every fourth questionnaire for RAP participants and every questionnaire for RAP agents. Many of the questions also had numerical responses which were analyzed for every questionnaire. Insights from numerical analyses were checked against results of a content analysis for verification.

In addition, in November of 1979, a follow-up questionnaire was sent to all fiscal year 1979 RAP agents as well as to a quarter of fiscal year 1979 RAP participants. Forty-four questionnaires were returned from participants (out of 152 sent) and 22 (out of 51 possible) from RAP agents. All questionnaires were analyzed with a content analyses of written responses and a numerical analysis of checked items. Because of the unrepresentative nature of the sample, the results from this second survey will only be used to triangulate the documentation of findings from the first survey.

Amount of Knowledge About the RAP Program

It is important that the availability of a state-wide in-service program be well known to teachers in the state. Every possible method of advertising the RAP program, based on available funds and staff time, is undertaken including mass mailings of the Catalog to schools (see Appendix C), presentations, and distribution of Catalogs at conferences and conventions, individual awareness workshops, in-service sessions, flyers and newsletter announcements.

Three questions from the first series of questionnaires bear on this issue of how effectively professionals have been informed about RAP and where they received their information. RAP agents were asked for the role/title of the person from the local school who contacted them to set up the workshop (see Table 2). Interestingly, the biggest category was Teacher (general), followed by Principal. These two categories account for almost half of the responses. The next two most frequently mentioned categories were the Educational Consultant/ Director/Coordinator and the Arts Teacher. People in administrative roles made almost half of the contacts with RAP agents, with teachers and others making the balance of requests. When RAP workshop participants were asked, "Prior to attending this workshop, what did you know about the RAP Program?", 25.68% of the respondents stated they knew absolutely nothing; 17.63% replied they knew its name, little else; 37.67% said they knew its "name and general purpose"; while 18.84% claimed a "thorough understanding". Thus, about 43% of the workshop participants knew little or nothing about the RAP program prior to attending the in-service session. When workshop participants were asked, "How did you learn about the RAP Workshop or Program?", 29.61% checked the category "catalog"; 21.35% checked "on in-service day"; 21.85% "RAP Agent"; 16.50% checked "teacher who had been at a RAP workshop"; 10.68% "Department of Education Consultant"; and 31.30% said "other". Thirty-six different sources were cited in the category "other". None of the categories mentioned accounted for more than 4% of the total. It is interesting to note at this point that when RAP agents were asked "What suggestions do you have, if any, for improving either your workshops or the RAP program?", one of the categories to emerge from the content analysis of written responses was "improved communications and publicity concerning RAP". When RAP agents were asked in the follow-up questionnaire, "What suggestions do you have for strenthening the RAP program?", the most cited item was "better publicity".

> "It <u>still</u> is not well known. Through me we did have an agent come to an in-service. But otherwise, it would not have been used."
>
> "I think each RAP agent should have as part of their contract a missionary role, i.e., they have to go and talk to x number of schools about what the Division of Federal Assistance has to offer. I have found my teachers unaware of VERB, ERIC, RAP, mini grants, etc. The word many times doesn't filter down."
>
> "Better advertising for the agents. Maybe a letter to department heads outlining RAP agents who do workshops in their subject areas."
>
> "Continue it; sell by advertising more often around the state. Catalogs arrived too late."

"More exposure. Being available for meetings for different school areas. School boards and superintendent's meetings. VEA Day--be allowed to show who and what are at the different associations' meetings."

It is interesting to note that the need for better publicity about the RAP program was also discussed in the previous evaluation (Lee, 1978) of the RAP program. In summary, the problem of not enough publicity for the program has been well substantiated from several sources: (1) 43% of RAP participants knew little or nothing about the program; (2) a content analysis of the written suggestions of RAP agents for improving the program, both from questionnaires filled out immediately after their presentation and in a follow-up presentation, developed this as a variable; and (3) a previous evaluation of the RAP program from October 1, 1977 to March 31, 1978. Clearly, the question of better publicity for RAP warrants further consideration. Next will be discussed the nitty-gritty question of how adequate was the scheduling and organization of the RAP sessions themselves.

TABLE 2

RAP Participants Sources of Information about RAP
(numbers reported based only on questionnaires content analyzed)

Teacher (general)	38
Principal	27
Ed. Consultant/Director/Coord.	18
Arts Teacher	16
Gifted & Talented Coord./Teacher	11
Director/Coord. of Special Education	7
Teacher Center Coord./Director	7
Physical Education Instructor	3
Reading Consultant/Specialist	3
Assistant Principal	3
Board Member/Volunteer	3
Arts Coord./Director	2
Assistant Superintendent	2
Elementary Supervisor	1
Visual Literacy Director	1
Superintendent	1
Teacher's Assoc. President	1
CETA Project Administrator	1
Did not fill in	22

Scheduling and Organization

The question of appropriate scheduling and organization of RAP workshops is one of those logistical questions that always needs attention. Thirty-five percent of the workshops were done as part of an in-service day, 32% were done on released time and 27% were done otherwise. Twenty-nine percent of the workshops consumed a whole day, 42% a half-day, and 35% were presented after school. The issue of appropriate scheduling and organization was queried directly by questions to participants. It also emerged from the content analyses of open-ended questions given to RAP agents. When RAP workshop participants were asked, "In terms of timing and location, the scheduling of this workshop was: (1=very poor, 7=very good)?", the mean equaled 6.92. When participants were asked the question, "Overall organization of the workshop was?" (1= very poor, 7=very good), the mean equaled 6.38. Obviously, both of these scores are quite high, lending weight to the inference that participants were satisfied on both accounts.

Problems of scheduling and organization emerged from the content analyses of three questions asked of RAP agents (see section on Quality of Communication). While they are not the most frequent areas mentioned on two out of the three areas, they did emerge as a concern. To some extent, the problems described occur in any such enterprise. Many of the comments revolve around the almost inevitable problems of implementing in-service education. Typical comments are:

> Overcoming the poor preparation by the contact person who did not attend the workshop.
>
> Unexpected large numbers.
>
> Major difficulty with communication with contact.
>
> Timing--The workshop was held at the end of the day and these teachers are all on double session so it was a long day.

It should be noted that positive responses such as "None" or "Can't think of anything" far outnumbered the cited problem areas mentioned above. In this case, the problems do not seem to have been of particular importance. Interestingly, questions of scheduling and organization did not emerge from a content analysis of RAP workshop participants' responses. In summary, problems of scheduling and organization did not appear to be of significance.

Perceived Benefits of RAP Workshops

It is important to gather from in-service participants their perceptions of how much benefit they received from attending the program. Three of the questions asked RAP workshop participants bore directly on the issue of the perceived benefits of the program. The first question stated "Compared with other kinds of teacher in-service activities, how do you rate the RAP workshop?" The rating scale went from five or more useful to a one or less useful. Participants gave this item a rating of 4.45, a rating fairly close to the maxiumum of five, indicating that participants felt the RAP workshop to be more useful than other in-service activities they had engaged in.

RAP workshop participants were then asked, "Compared with your expectations, what benefit has this workshop been?" The three categories of responses available were: more than expected, same as expected, and less than expected. The category of more than expected was chosen by 64.10% of the respondents, the category of same as expected was chosen by 29.91% and the category of less than expected was chosen by 5.98%. Overall, participants felt that the reality of the benefits received exceeded the expectations of the benefits.

Participants were asked the question, "Overall, how beneficial to YOU was attendance at this workshop?" On a scale of one to seven, with a one being "none" and seven being "very", this item received a rating of 5.93.

Several clusters of results will next be examined in an attempt to elucidate <u>why</u> the workshops were perceived as beneficial. Questions dealing with the preceived quality of communication between agents and participants will be examined first. Then, the aspects of the workshops found to be most worthwhile and least worthwhile will be studied. Finally considered will be the question of what classroom applications have evolved from the program.

Quality of Communication

The issue of how good the communications were between the RAP agent and the RAP participants is critical to an assessment of the effectiveness of this mode of in-service training. This issue was queried in two ways. Direct questions about the quality of communication were asked RAP agents and participants. In addition, issues around communication evolved from a content analysis of participants' written responses.

When RAP participants were asked to rate the item "the agent's communication was", on a one to seven scale (with one being very poor and seven being very good), the mean was 6.50 or quite high. When RAP agents were asked a similar question, i.e., "communications with the participants in this workshop were", they gave this item an average rating of 6.08 on a one to seven rating scale. Room was left for agent's comments or explanations after this question. When a content analysis of agent's responses was made, four positive and three negative categories emerged. Rank-ordered by frequency or response, the items are:

Positive response--
1. Asked a lot of questions;
2. Good discussion.
3. Small congenial group.
4. Receptive.

Negative response--
1. Late afternoon/tired;
2. Participants not told about workshop/forced attitude;
3. Got little out of it.

Overall, as would follow from the numerical data, the total of RAP agent's positive responses outnumbered their negative responses six to one. In addition, the first positive response was chosen by more people than the total of all the responses ranked below it.

When RAP agents were asked to rate the question, "Judging from the participants response, do you think the content of this workshop fit the audience?", (1=not at all, 7=completely) the agents gave this item a rating of 6.08. When a content analysis of agent's comments on this item was done, the following categories emerged, all positive:

1. Reaction favorable;
2. Audience said presentation applicable to situation;
3. Presentation geared to meet needs of audience;
4. Audience wanted more time/ return visit.

RAP agents were also asked the question, "Please explain any good features of this workshop, either in organization, planning or actual performance?" A content analysis of their responses elicited the following categories.

(1) Interest/Energy/Responsiveness of participants.
(2) Good preplanning and organization.
(3) Personally enjoyable, stimulating.
(4) Quality of teachers at workshop.
(5) Slide/tape presentation.
(6) Chance for me to share my experiences.
(7) Relaxed discussion.
(8) Teachers appreciated released time.
(9) Appreciated seeing my ideas used.
(10) Materials I had prepared for distribution fit.
(11) Good thing I was prepared to be flexible.

It is interesting to note that when RAP agents were asked, in the follow-up questionnaire, "What did you like most about being a RAP agent?", the most cited item emerging from a content analysis was "meeting other educators and administrators and exchanging ideas." Typical comments were:

> "Love meeting so many other teachers. We share--there are many projects going on around the state ....."
>
> "Being able to share my good ideas. Getting feedback from other professionals."

In the follow-up survey for RAP participants, typical comments were:

> "Good time for discussion with other teachers about problems, techniques, and materials."
>
> "It was definitely a good experience. It was nice to have another teacher, who is in a classroom throughout the year, share his/her ideas. I think it definitely helps the communication between school districts."

In summary, there seems to be adequate information to infer that the quality of communication between RAP participants and RAP agents was excellent. Both in their numerical responses to a scaled score and in their written responses, agents and participants felt well satisfied with the quality of intercommunication. The next section will shed some light on <u>why</u> participants and agents felt communication was excellent.

Most useful and least useful aspects of Workshops

Both RAP participants and agents were queried in open-ended questions about their perceptions of the most worthwhile and the least worthwhile aspects of the RAP workshop. When the content analyses of RAP participants' answers to the question, "Please describe the one or two things about this workshop that are most worthwhile" are compared to RAP agents' responses to the question, "What was the BEST or most worthwhile aspects of this workshop from your point of view," the results look like this:

RAP Participant	RAP Agent
1. Liked the specific activities and techniques presented.	1. Sharing of experiences, materials and ideas.
2. Overall ideas and materials stated are usable and practical.	2. Enthusiasm of participants.
3. Good supporting techniques used in presentation (video tape, slides, etc.)	3. Slide show.
4. Enthusiasm of presentor.	4. Classroom demonstration.
5. Opportunity to create materials for my classroom.	5. Pre-planning paid off.
6. Opportunity for teachers to talk and share.	6. Skills will be used immediately.
7. Now know how student feels.	
8. Good organizational techniques for teachers to use.	
9. Hands-on activities for teachers.	
10. Inspiration for teachers.	

It is noteworthy that participants cited the first two categories, i.e., (1) the benefits of specific techniques and (2) usable, practical ideas, by a margin of three to one over the total of all the other categories. For RAP agents, while the sharing of experiences, materials and ideas was the most cited category, the enthusiasm of participants ran a close second. The first two categories accounted for 90% of the RAP agent responses. When RAP agents were asked, in the follow-up questionnaire, "What did you like most about being a RAP agent?", the most cited categories were: "meeting and exchanging ideas with other educators and administrators" and "going to other schools."

RAP participants were asked the question, "Please describe the one or two things about this workshop that were least useful or worthwhile and why", while RAP agents were asked, "What were the least worthwhile or poorest aspects of this particular workshop from your point of view?" Their responses were as follows:

RAP Participant	RAP Agent
1. Not enough time.	1. Not enough time.
2. Ideas inappropriate for my grade level.	2. None.

RAP Participant	RAP Agent
3. None.	3. Inappropriate facility/ equipment/supplies.
4. Knew the materials already.	4. Travel (amount of time, bad weather).
	5. Needed more/better planning.
	6. Bad timing for workshop.
	7. Let discussion get out of hand.
	8. People who couldn't use information or unwilling to attend.
	9. For effort involved, prefer larger group.

Only 12% of the RAP participants had any response to make to this item. Both agents and participants placed "lack of time" and "none" in the top three frequency count. When RAP agents were asked, in the follow-up questionnaire, "What did you like least about being a RAP agent?", "Nothing" was the most cited category followed by "Winter travel" and "paperwork".

Overall, it seems that what RAP participants appreciated most was the presentation of practical, usable activities and techniques that could be used in the classroom. For RAP agents, it seems that the chance to share what they have developed from their own classroom experiences.

Direct Outcome Data

One of the basic criteria for success in this program is the direct application of what teachers have learned in their RAP workshop into the classroom. Three questions were asked RAP participants at the conclusion of the workshop that bear upon this issue. The first question asked, "How likely do you feel it is that you would be able to apply the content of this workshop to your own classroom?" Participants gave this item an average rating of 5.88 based on a seven point scale (1=very poor, 7=very good). Next, RAP participants were asked, "Do you plan to use any of the ideas, techniques, or materials presented by the RAP agent in your classroom?" "Yes" responses comprised 95.30% of the total and "No" responses 4.70% of the total. Next, RAP workshop participants were asked, "Approximately when are you likely to be using any of these materials?" The areas that emerged from a content analysis of the responses to this question are rank-ordered below in terms of frequency.

1. Right away.
2. Next year.
3. During Spring.
4. All year.
5. This month.
6. Maybe next year.
7. Very near future.
8. When I can work it into the curriculum.

Overall, RAP workshop participants felt that the contents of the workshop were applicable to their classroom situation and planned to use the workshop contents in their classroom.

In the RAP participant follow-up survey, the question was asked, "Have you used the ideas, techniques, materials or resources presented at the workshop in your own classroom?" The number of respondents to the follow-up questionnaire were limited but given that variant, five percent of the RAP participants stated they never used the presentation, 8% stated they used them 2-3 times, 13% stated they used them 4-5 times and 64% stated they used the presentation six or more times. When a content analysis was made of the written comments, the most mentioned item was "good ideas (interesting and helpful)". Typical comments are:

> "The workshop introduced me to a new way of developing unit plans for teaching the readiness curriculum I had to follow."

> "I have attended one workshop, last year, enjoyed it and am using some of the ideas."

In the follow-up questionnaire for RAP participants they were asked, "How much did your children learn as a result of using the resources presented at the workshop?" (1=quite a bit, 3=something, 5=nothing.) The mean was 1.66 on this admittedly impressionistic item, indicating teachers felt that their students did learn. When a content analysis was done on the written responses

to this question, the top ranked item to emerge was "children and myself were excited". Typical comments were:

"Useful materials taught in an interesting way."

"Very enthusiastic--want to do more."

"The children and myself were excited by the new activities."

When these same respondents were asked the question, "Do you plan to continue using the resources presented at the workshop?", a majority (81%) stated they definitely would use them with the balance (31%) stating that "maybe" they would use them.

Overall, there is some evidence to indicate that RAP participants have applied what they learned from the workshop to their own classrooms. A large majority of respondents indicated they planned to use what they had learned from the RAP workshop in their classroom. When a content analysis was done of their written responses, "right away" was the top-ranked item offered when they planned to use what they had learned. In a follow-up questionnaire to a limited number of participants, 65% indicated they had applied the RAP workshop 6 or more times and that they felt the results to be beneficial.

Suggestions for Improvement

It is always revealing to look at the patterns of suggestions for improvement. Two similar questions were asked RAP agents and participants in the initial questionnaire. The question for RAP participants asked, "Please add any comments or suggestions you would like to make either about this workshop in particular or the RAP program in general, while the question for RAP agents stated "What suggestions do you have, if any, for improving either your workshops or the RAP program in general?" The content analysis of responses to the two questions are rank-ordered side by side by frequency.

RAP Participant	RAP Agent
1. Well done workshop.	1. None.
2. RAP program excellent.	2. See evaluations of my workshop so I can improve.
3. Worthwhile; helpful.	3. Encourage RAP agents in August workshop to be flexible, scout local system and adapt to needs.
4. Plan to attend again/recommend to others.	4. Better planning/communication between RAP agents and contacts.
5. Good practical advice/ideas.	5. Longer session/expand.
6. Hope RAP will continue/need more of the same.	6. Better publicizing/follow-up.
7. Want longer/expanded programs.	
8. Want RAP for graduate credit or recertification.	
9. Like to see RAP agent in his/her own classroom.	

Few of the RAP participant suggestions mentioned items for improvement, concentrating instead on expressing overall approval of the program. The three suggestions for concrete improvement were: expanded/longer programs, credit for graduate school or recertification and chance to observe agent in own classroom. The RAP agent comments contained more concrete suggestions for improvement. (Although it should be noted that "none" was the top-ranked category.) Both RAP agents and participants mentioned a desire for larger/expanded sessions.

A series of questions about suggestions for improvement were also asked in the follow-up questionnaires sent to RAP agents and participants. RAP participants were asked, "What additional information would have been useful in helping you to use the resources presented at the workshop?". The category "None or N/A" was the major category to emerge from a content analysis. RAP agents were asked the question in the follow-up survey, "What suggestions do you have for strengthening the RAP program?" Two areas of concern emerged from a content analysis of their responses. The top-ranked category was "better publicity" followed by "continuing support for RAP agent". Suggestions for this included regional mid-year support sessions, have State Department of Education call agent every couple of months, get agents together at end of year and have a middleman to help place the agents. A similar pattern of results evolved from a content analysis of RAP agents responses to the follow-up question, "In retrospect, what else would have been helpful in your work as a RAP agent?"

Better publicity is a consistent theme that has come from a number of sources, both in the initial questionnaire and in the RAP agent follow-up questionnaire. Ways of achieving more wide-spread awareness of this fine program need to be seriously considered and pursued. Another theme that has come through in a milder manner is the need for larger/expanded programs with consideration given to giving graduate or recertification credits. Both agents and participants cited the need for longer/expanded programs in the initial survey. Also, six RAP participant follow-up questionnaires were returned with the comment that the workshops were too long ago and too small to be worth commenting on. Indeed, it might heighten the effectiveness of the program if sets of workshops could be organized into potential thematic series that could lead to stronger sustaining effects of the knowledge gained.

Summary of Results

Taken as a whole, the program is a successful model of in-service education. A majority of people, 80% of RAP agents and 79% of RAP participants, stated they would attend another workshop or be an agent another time. Overall, both agents and participants seem pleased with the scheduling, organization, mutual communications and benefits of the sessions. Two areas to be considered for improvement are: better publicity for the program and the possibility of a longer, more integrated series of workshops. When RAP agents were asked, "If you had to describe your RAP experience to another teacher, what would you say?" they wrote:

> "I would say that it was a valuable experience and good training for any teacher. A very worthwhile experience."
>
> "Being a RAP agent helped me to clarify, organize, and share my best teaching strategies. It encouraged me to reflect on my own strengths in teaching my curriculum, and improve in them, rather than always working on weaknesses. I enjoyed the opportunity to work with adults; teachers are especially receptive learners."
>
> "My RAP experience helped me to organize my thoughts and materials and boosted my morale and self-confidence as a teacher and speaker. I got to meet and compare notes with other teachers in my field. The experience was invaluable to me and a growing experience to me as a person as well as a teacher."
>
> "I learned as much as I taught. The experience was a growing one."

RAP participants were also asked the question, "If you had to describe your RAP experience to another teacher, what would you say?" Typical responses were:

> "I enjoyed it and found many practical techniques/continue to use in my teaching.
>
> "Interesting, informative and directly useful."
>
> "It's refreshing to hear another <u>teacher's</u> ideas."
>
> "Expanding your curriculum is always a challenge; here is a gift to help you with this ever present problem - for free! (and thank you ladies and gentlemen for providing and working for this great program. The schools need all the help they can get.)"
>
> "I felt the time spent was very beneficial especially since another classroom teacher was giving the workshop. Ideas that were given were practical and most useful."

In sum, the RAP program's success seems to rest on two basic factors: teachers teaching their fellow teachers based on <u>practical</u> ideas derived from their own classroom experience. It is a model worthy of emulation.

APPENDIX A

A1-Location (by supervisory union) and Frequency of RAP Presentations

Appendix A1

Location (by supervisory union) and
Frequency of RAP Presentations

Addison Northeast	4	Orange Windsor	1
Addison Northwest	5	Orleans Essex North	2
Addison Central	2	Orleans Central	1
Southwest Vermont	1	Orleans Southwest	1
Bennington-Rutland	2	Rutland Central	2
Caledonia North	2	Rutland Southwest	1
Caledonia Central	1	Rutland Windsor	1
Colchester	11	Rutland City	8
Milton	2	Rutland South	4
Chittenden East	5	Washington Northeast	6
Chittenden Central	2	Washington Central	4
Chittenden South	1	Washington West	5
Burlington	5	Washington South	6
South Burlington	8	Barre Town	2
Winooski	1	Montpelier	3
Franklin Northeast	1	Windham Central	1
Franklin Northwest	1	Windham Northeast	7
Franklin West	3	Windham Southwest	4
St. Albans-Fairfield	2	Windsor Northwest	2
Lamoille North	13	Windsor Central	8
Orange East	7	Windsor Southwest	1
Orange Southwest	3	Hartford	1
Orange North	4	Dresden	2

APPENDIX B

B1-1978 RAP Agent Workshop Questionnaire

B2-1978 RAP Participant Workshop Questionnaire

B3-1979 RAP Agent Workshop Questionnaire

B4-1979 RAP Participant Workshop Questionnaire

RAP AGENT WORKSHOP EVALUATION FORM

(Please return with expenses and request for payment)

1. Name:_____ 2. Date of Workshop:_____

3. Location:_____ District, _____ School,

_____ Town

4. Person from local school who contacted you:

Role/Title:_____ Name:_____

Date of Initial Contact:_____ Address:_____

5. Participants: (fill in number present for workshop in each category)

	Teachers	Administrators	Students	Others
Elementary 1-5				
Middle School 6-8				
High School 9-12				

6. Length of workshop and time: (check appropriate categories)

____ In-service day
____ Release time
____ Other

___ Whole day
___ Half day
___ After school

7. Structure/description of workshop:
   a. Did the workshop include:
      Demonstration of a classroom activity? yes no
      Demonstration using students? yes no
      Opportunity for teacher to use materials? yes no
   b. Is another workshop scheduled? yes no
      Date, if available_____

8. Communications with the participants in this workshop were:

7 6 5 4 3 2 1
excellent good fair very poor

Comment or explanation:

9. Judging from the participant's response, do you think the content of this workshop fit the audience?

7 6 5 4 3 2 1
completely not at all

Comment or explanation:

/78

10. Please explain any difficulties you may have had with this workshop, either in planning or actual performance.

11. Please explain any especially GOOD features of this workshop either in organization, planning, or actual performance.

12. What were the LEAST worthwhile or poorest aspects of this particular workshop from your point of view?

13. What was the BEST or most worthwhile aspects of this workshop from your point of view?

14. What suggestions do you have, if any, for improving either YOUR workshops or the RAP program in general?

RAP WORKSHOP PARTICIPANT EVALUATION FORM

(Please return to person who made RAP workshop contact)

Thank you for helping us by filling out this form! The results of these, compiled for many workshops, will help us improve the RAP program and prove its effectiveness for continued use in Vermont.

Please fill in all information, and feel free to make comments.

1. Name:_____
2. Address:_____
   _____
3. Position or Title:_____
4. Grade level/subject:_____
5. School where you teach:_____
   _____
6. Date of Workshop:_____

7. Overall organization of the workshop was:
   7 6 5 4 3 2 1
   very good very poor

8. In terms of timing and location, the scheduling of this workshop was:
   7 6 5 4 3 2 1
   very good very poor

9. The agent's communication was:
   7 6 5 4 3 2 1
   very good very poor

10. How likely do you feel it is that you would be able to apply the content of this workshop to your own classroom?
    7 6 5 4 3 2 1
    very good very poor

11. Compared with other kinds of teacher in-service activities, how would you rate the RAP workshop?
    5 4 3 2 1
    more useful less useful

12. Compared with your expectations, what benefit has this workshop been?
    ___ More than expected
    ___ Same as expected
    ___ Less than expected

    Comment or explanation:

13. Prior to attending this workshop, what did you know about the RAP program?
    ___ Absolutely nothing
    ___ Its name; little else
    ___ Name and general purpose
    ___ Thorough understanding

/78

14. How did you learn about the RAP workshop or program?

___ Catalog
___ Demo. on in-service day
___ RAP agent
___ Teacher who had been at a RAP workshop
___ Dept. of Education consultant
___ Other_____

_____

15. Please describe the one or two things about this workshop that were most useful or worthwhile, and why.

16. Please describe the one or two things about this workshop that were least useful or worthwhile, and why.

17. Do you plan to use any of the ideas, techniques, or materials presented by the RAP agent in your classroom? ___ yes ___ no

18. Approximately when are you likely to be using any of these materials? (We may ask you then about their usefulness.)

19. Overall, how beneficial to YOU was attendance at this workshop?

7 6 5 4 3 2 1
very none

20. Please add any comments or suggestions you would like to make either about this workshop in particular or the RAP program in general.

Name _____

Presentation _____

Follow-up Questionnaire for RAP Agents

Division of Federal Assistance
State Department of Education

1) How satisfied were you with the training that prepared you to present RAP workshops?

1. _____	2. _____	3. _____	4. _____	5. _____
Unsatisfied		Neutral		Very Satisfied

Comment:

In retrospect, what else would have been helpful to you in your work as a RAP agent?

2) What did you like most about being a RAP agent?

3) What did you like least about being a RAP agent?

4) If you had it to do all over, would you still be a RAP agent?

1. _____ Never Again 2. _____ 3. _____ Not Sure 4. _____ 5. _____ Most Definitely

Comment:

5) If you were to describe your RAP experience to another teacher, what would you say?

6) What suggestions do you have for strengthening the RAP program?

School _____

State Department of Education
Division of Federal Assistance

Grade _____

Subject _____

Follow-up Questions for RAP Participants

1.) a. What workshop(s) did you attend?

b. How many workshop sessions have you attended?

2.) Have you used the ideas, techniques or materials (resources) presented at the workshop in your own classroom?

Never Once 2-3 times 4-5 times 6 or more times

Comment:

3.) What additional information would have been useful in helping you to use the resources presented at the workshop?

4.) Describe the children with which you used the resources presented at the workshop. (Approximately how many and what grade.) (Mark N/A if you didn't use the resources.)

5.) How much did your children learn as a result of using the resources presented at the workshop?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Quite a bit Something Nothing

Comment:

6.) Do you plan to continue using the resources presented at the workshop?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Never Maybe Definitely

Comment:

If so, do you plan to modify them to better meet your needs? Yes ___ No ___

7.) Are other teachers in your school, who did not attend the workshop, planning to use the resources presented at the workshop?

8.) Are you willing to try other RAP workshops?

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Never Maybe Definitely

Comment:

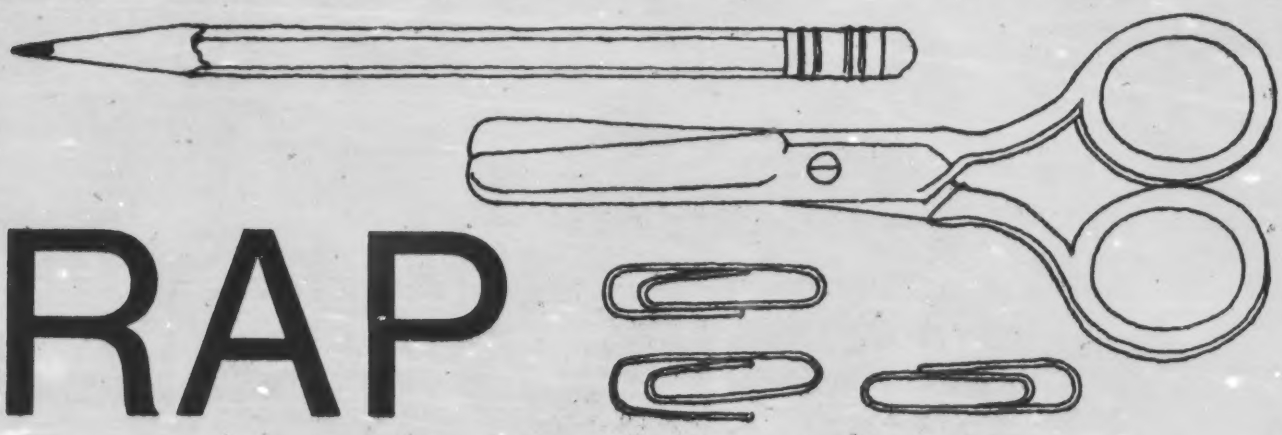
9.) If you had to describe your RAP experience to another teacher, what would you say?

PM 11/79

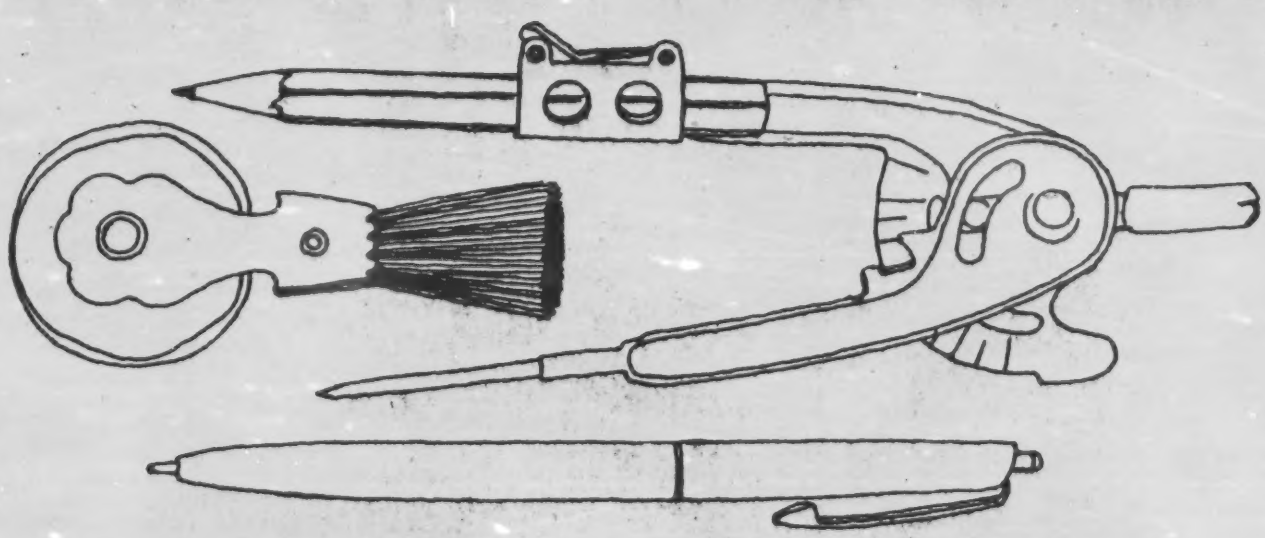
APPENDIX C

C1-1979 RAP Catalog

1979 VERMONT 1980
Resource Agent Program



RAP CATALOG



A program of the Vermont Department of Education

ACKNOWLEDGEMENTS

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James Lengel, Consultant — Elementary and Secondary Education Division

Douglas Walker, Consultant — Special Education and Pupil Personnel Division

Richard Higgins, Consultant — Vocational/Technical Education Division

Henry Bissex, Assistant Director — Adult Education Services

With special thanks to Mary Ann Luciano, Assistant Director, Division of Federal Assistance, for her help.

We also wish to acknowledge the support of Dr. Karlene V. Russell, Director of the Division of Elementary and Secondary Education; Jean Garvin, Director of the Division of Special Educational and Pupil Personnel Services; Arthur Ericson, Director of the Division of Vocational/Technical Education; Lloyd A. Kelley, Jr., Director of Adult Education Services and Gerard Asselin, Director of Federal Assistance.

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This RAP Catalog was designed by Kristina Bielenberg, consultant, who also did the graphics.

The Resource Agent Program

is a Program of the

Vermont Department of Education

administered by the

Division of Federal Assistance

Mary Perry

RAP Coordinator

Vermont
State Board of Education
1979-80

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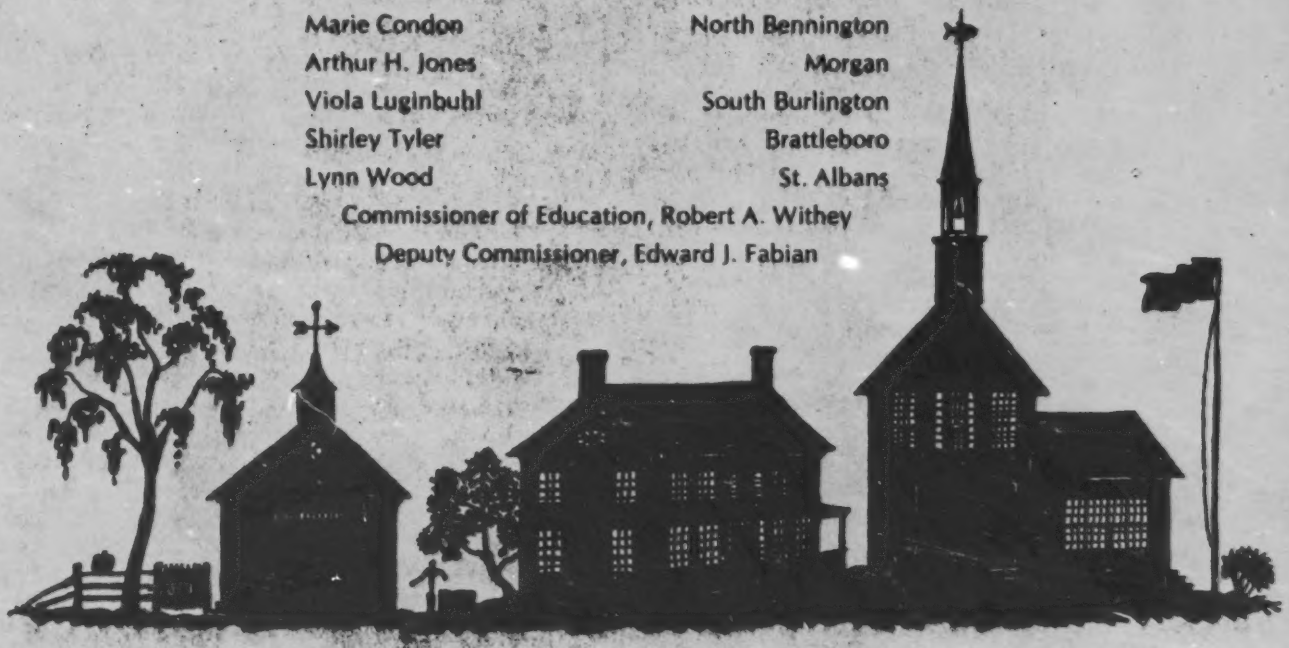

The Resource Agent Program is made possible through funds from the U.S. Office of Education.

The opinions expressed do not necessarily reflect the position or policy of the U.S. Office of Education.

ABOUT RAP

This catalog is about resources — the people, ideas, materials and information that form the Resource Agent Program. It will tell you who the Resource Agents are; how you can contact them; and what they can do for you. RAP is a service provided by the Vermont Department of Education to assist teachers who wish to introduce new and effective practices into their classrooms. Through a series of free workshops with trained leaders, RAP makes the necessary resources available to teachers who are committed to improving education through their own development.

HOW DOES RAP WORK?

The Resource Agent Program is a way to recycle educational practices. Each Resource Agent has developed a special activity or project that has been tried and tested in the classroom. You will find ideas for teaching math, outdoor and environmental education, reading, community learning and many other suggestions among the RAP workshop descriptions. A Resource Agent may make visits to a group of teachers who are interested in developing similar activities for their own classrooms. In their workshops, Agents share their skills and ideas as well as some of the pitfalls they have encountered in developing their projects. They can provide a small amount of materials needed to get an activity going in the classroom. But most importantly, they offer a source of support in the process of developing an idea into an effective learning experience.

WHAT ARE THE WORKSHOPS LIKE?

"Hands on" is the popular term, but no matter what you call it, the Resource Workshop is an opportunity for teachers to dig in and practice what they will soon be teaching. It may involve constructing learning materials, practicing simulation exercises, or writing instructional objectives. The sessions may consist of one or a series of visits. The number and content of the workshops depend upon the type of project that a Resource Agent has developed and the desires of the participating teachers. Because starting a new project is largely a matter of trial and error, Resource Agents are available to make follow-up classroom visits. These visits may be used for demonstration or team teaching, planning future workshops, evaluating progress, or just sharing experiences that have made the project a successful learning adventure.

Setting up a workshop is as simple as picking up the phone. But before you do that, there are some things to consider. Who will be attending a workshop? Why? When and where will that workshop be held? How many visits by a Resource Agent will be necessary for your group to initiate a new project? These are important questions to ask yourself and others who will be taking part in a RAP workshop. If you get the answers to these questions, chances are that the workshop will run smoothly and everybody will be satisfied.

WHEN CAN WORKSHOPS BE HELD?

Resource Agents are available to provide Resource Workshops and follow-up visits throughout the school year. The timing of an Agent's visit should be given some consideration. Experience has shown that the most effective workshops are those for which released time can be arranged. In-service days provide the time necessary for Resource Workshops for a pre-selected group of teachers. When making a visit, Resource Agents will generally be able to spend the better part of a day at the school. If a Resource Workshop or follow-up visit has been scheduled for after school, the agent may want to spend time observing and learning about the school while classes are in session. It is helpful if one person, preferably the same person who made the initial contact, can organize a schedule for the Agent. This consideration will help make the Agent's visit more useful and effective.

HOW ARE WORKSHOPS ARRANGED?

Now you are ready to pick up the phone and call an Agent. Telephone numbers and addresses are given with each workshop description. That first phone call is important. Be clear about what your needs and expectations are for a workshop. Find out exactly what the Agent can provide. Let the Agent know how many teachers will be participating in a workshop. This information will help the agent determine whether he or she will be able to respond to your request.

Once a visit or workshop has been arranged, the Resource Agent must receive a Request Form. Sample Request Forms are contained in the back of the catalog. The Resource Agent must receive a Request Form signed by the Principal or Supervisor before conducting a workshop or visit.

WHAT ARE THE COSTS?

RAP is a service provided by the Vermont Department of Education, administered through the Division of Federal Assistance. The projects were carefully evaluated to insure educational effectiveness and a minimal amount of replication costs. The only cost to a teacher or school using RAP is the commitment to follow up in the classroom what has been learned in a workshop. RAP is an educational recycling center. Giving teachers the opportunity to share good ideas and successful experiences is one of the best forms of conservation.

The workshops offered are adaptable to many subject areas. They can serve children of various ages and abilities in many different ways. So please read through ALL our categories to find the resource you need.

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Callahan, James	12
Carey, Kathleen	9
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Cooley, Lois R.	1
Delorme, Elaine (team with George Salembier)	14
Ganson, Wayne	5
Hanish, Michael	2
Holmes, Katherine E. (team with Carol M. Story)	3
Hopkins, Marilyn	1
Hord, Jessica	3
Hunker, Marcia (team with Martha Riley)	6
Kachnowski, Robert	14
Kalter, Scott O.	10
Koenemann, Dona (team with Douglas Sherry)	5
Lingelbach, William	9
Malinosky, Frank	14
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Marchant, Charles E.	13
Mayer, Irene N. (team with Cynthia Seybolt)	13
Nickerson, Paula (team with Luciel C. Wilson)	8
Pellon, Caroline (team with Polly Taylor)	4
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Porter, Burton W.	10
Riley, Martha (team with Marcia Hunker)	6
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Ungerer, Walter (team with Jill Bolster)	11
Wiggin, Sal J.	6
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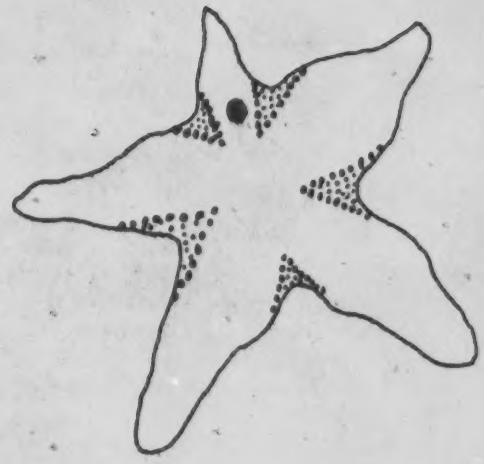
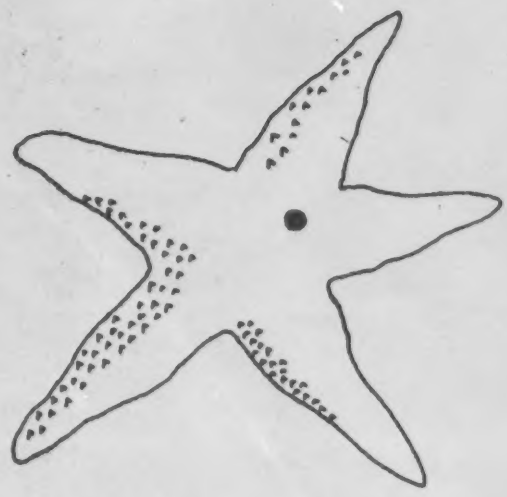




The Arts

LOIS R. COOLEY — Berlin Elementary School, RR #4, Montpelier 05602, School: 223-2796, Home: 485-7423

USING THE ARTS TO LEARN — Elementary

Teachers are familiarized with the role the arts can play in teaching the regular curriculum. The initial part of the training includes rationale behind an integrated arts program (using split brain theory, ego, id, super ego, etc.), together with a slide presentation of what the Berlin Elementary School has done with arts in the curriculum. Participants will learn to use different media, techniques and how to organize an arts approach, simply and with a minimum of effort. A choice will be offered as to what kinds of media, clay, painting, paper, print making they wish to experience. The training is designed to put the fun and excitement back into learning. The emphasis is on Language Arts, Science and Social Studies.

MARILYN HOPKINS — Manchester Elementary School, Manchester Center 05255, School: 362-1597, Home: 325-3388

INTEGRATED ART ACTIVITIES (Three distinct training offerings) — Pre-School, Elementary, Middle, and Special Education

(1) **Printmaking** — This is an introduction to ways of using the printmaking medium to complement various classroom learning activities. A brief review of work previously done with students in grades K-8 at Manchester Elementary School is included. "Hands-on" exploration of the techniques of silkscreen, block, and mono-printing are provided to familiarize participants with these processes to the point where the techniques in the production of calendars, books, etc. can be passed along to their students.

(2) **Art and Nature** — This is an introduction to art activities conducted either outdoors or in a classroom setting that will increase students' knowledge and appreciation of nature (Life Sciences). "Hands-on" activities are provided in which participants become familiar with the techniques of drawing, printmaking, and casting and ways to use these techniques to explore the natural environment.

(3) **Multi-media Slide/Tape Presentation** — This is an introduction to the use and production of slide/tape presentation and provides a demonstration of the many possible uses of the medium. An actual slide/tape presentation put together by young students combining language arts and academic work with music to express/communicate participants' discoveries, feelings, and ideas is shown. How to work, manage, deal with machinery and equipment, discussion of assets, handicaps, potential difficulties and questions relevant to each person's experience and area of expertise and how to cope and work with what one has are explored.

BARRY MALLIS — Putney School, Putney 05346, School: 387-5566, Home: 387-4218

MIME AND MOVEMENT: DEVELOPING PRESENCE — Middle, Secondary, and Special Education

How do you warm up a theater class? Establish ensemble in a group? Can a body become color in movement? Do "Earth, Air, Water and Fire" have a role in movement study? Would you like to incorporate a mask festival into your program? What do you look for in improvisational work? Do students of different ages encounter particular problems in a Mime and Movement curriculum? How do you make a mask?

Participants are introduced to many varied approaches to Mime and Movement study. The material presented stresses, in part, these fundamentals: (1) Warm-up activities; (2) Principles of Mime Technique; (3) Improvisations for Techniques; (4) Psychological Improvisations; and (5) The Concept and Use of Neutral Mask.

With these points in mind, the training explores potential in each participant's program. Adaptability is intrinsic to the material, so time is set aside for specific problems, questions, and clarifications. A gymnasium with wood floor, or studio, is optimum activation for workshop. Participants must come dressed for movement — loose comfortable clothes.

MICHAEL HANISH, 21 Elliot Street, Brattleboro 05301, Telephone: 254-8176

FOUND MUSIC — Elementary, Middle and Special Education

This training is divided into four phases as follows:

(1) **Introductory** — Music and noise (differentiation between and definition of) listening to musical examples; "ear cleaning" exercises — redefinition, awakening and sharpening of sense of hearing; group vocalizations; "sonic meditation."

(2) **Soundscape** — Discussion of terms "sound walk," "sound scape," "sound mark"; the shaping of the acoustic environment; developing tools and skills to observe, process, and wrest from the world of sounds, music and noise we swim in.

(3) **How Sounds are Produced** — Traditional Western and non-Western instruments; demonstration and playing session with some prepared found instruments (chimes, steel drum, amadinda); construction of instruments from found, scavenged and provided materials.

(4) **Playing Session** — Group improvisation, free and controlled; conducted exercises; simple rounds; playing pre-scored parts; discussion of how to set up and conduct sessions, develop rhythm and movement exercises.

SEE ALSO:
Walter Ungerer and Jill Bolster page 11

Bilingual Children

JESSICA HORD — Barre Learning Center, 18 No. Main St., Barre 05641, Office: 476-4588, Home: 454-7880.

FUNCTIONAL LITERACY AND SECOND LANGUAGE TEACHING (Three distinct training offerings) — Elementary, Middle, and Secondary

(1) **Rewriting Articles into Easier Reading Levels** — Participants learn and practice the ground rules for rewriting reading material to lower reading levels. High-interest materials brought in by participants (articles from publications like *Field and Stream, Hot Rod,* and *Seventeen*) are "translated" into English readable at specific lower grade levels.

(2) **Teaching English as a Second Language** — This training is for those teaching English to someone speaking another language. Content varies depending on needs of the participants, but could include diagnosing language problems; planning the lesson; tackling specific language difficulties; keeping the lesson interesting; special techniques for children; and theories of language learning. Workshop sessions emphasize solving actual problems faced by participants.

(3) **Games in Second Language Teaching** — This training explores ways in which games, songs and pictures can be used to reinforce specific language skills. Participants simulate an actual class in beginning Spanish, French or German, and try out various techniques from the learner's point of view. Workshop members are then asked to devise games offering practice for common problem areas in their language specialties.

SEE ALSO:
Margaret M. B. Cassidy page 13
Cynthia Seybolt and Irene N. Mayer page 13

CAROL M. STORY and **KATHERINE E. HOLMES** — Berkshire Elementary School, RFD #1, Richford 05476, School: 933-2290; Home (Story): 933-4990, (Holmes): 933-5511

A MIXED BAG: THE INTEGRATED CURRICULUM — Elementary, Middle

Through multi-media presentation, participants are involved in several sample units that have been taught around such themes as holidays, the community, transportation and animals. These units have a strong language component of special benefit to the bilingual child and the delayed language learner. Participants develop their own models for integrating science, social studies, math, language, literature, writing, movement, music and art. Techniques demonstrated include small and large group activities and individualized and cooperative learning.

Early Childhood

CAROL M. PIERCE — Mountain Street School, Bristol 05443, School: 453-3227, Home: 453-3038

BEGINNING READING — A PERSONALIZED APPROACH — Pre-School, and Elementary

This training has two major components: first, to define and organize pre- and beginning reading skills, and second, to make materials to teach these skills. In part one, beginning reading skills are defined and organized into four areas. The areas are: visual, auditory, oral communication, and written communication. The organization is tailored to the needs of the participants.

In the second portion, participants make materials to use in their classrooms using a thematic approach. Sample materials are provided, each item designed to meet a beginning reading skill need. Also, raw materials are provided for the participants to make their own materials. The training can be presented in both parts or one of the above, depending on the needs of the participants.

CAROLINE PELLON and **POLLY TAYLOR** — Barre Town Elementary School, RD #2, Barre 05641, School: 476-6617, Home: (Pellon) 476-6879

EARLY CHILDHOOD PREVENTIVE CURRICULUM PROGRAM — Pre-School, and Elementary

This training was developed from a program originated out-of-state and offered for adoption/adaption through the U.S.O.E.'s National Diffusion Network. Participants come to understand the philosophy, rationale, advantages, and limitations of the Early Childhood Preventive Curriculum Program (ECPC) which focuses on children who have normal capacity to learn but who enter first grade lacking prereading perceptual skills and exhibit poor concept and/or oral language development. Participants are introduced to the screening and more specific diagnostic prescriptive techniques used in planning individual student programs. Finally, they are made aware of the general organizational system of establishing a typical ECPC learning environment.

SEE ALSO:
Paula Nickerson and Luciel C. Wilson page 8

Environmental Studies and Science

DOUGLAS SHERRY, SANDAL CATE, and **DONA KOENEMANN** — Montpelier Elementary School, 1 Park Ave., Montpelier 05602, School: 223-6488, Home (Sherry): 229-0951

MONTPELIER ENVIRONMENTAL EDUCATION PROGRAM (MEEP) — Elementary, Middle, and Special Education

What defines the environment? Where does it begin and end? How do children understand their relationship with both the man-made and natural communities that surround them? The Montpelier Environmental Education Program (MEEP) interprets the term environmental education in its broadest sense. This environmental education training is based on five years experience developing an environmental education curriculum for grades 1-6 and special education classes in the Montpelier School System. Participants are directly involved in activities the MEEP staff has developed for students in observing, investigating, and learning more about their environment.

Training sessions are planned in conjunction with those teachers who request the services. Together the RAP Agents and participants decide on the specific needs to be addressed and what activities can be provided. Often more than one visit is arranged to enable the agents to work directly with one teacher or many teachers in a school.

WAYNE GANSON — Vergennes Union High School, Vergennes 05491, School: 877-2938, Home: 877-3608

HAVE TELESCOPE, WILL TRAVEL — Elementary, Middle and Secondary

This training can have any of several emphases: day-time or night-time astronomy activity; naked-eye observation and mapping; telescopic observing; telescopic observing with photography; or any combination required. In addition, discussions can deal with any astronomical topic from the "big-bang" beginning to meteor showers. Information for teachers to deal with astronomical topics at any grade level can be provided.

Objectives are: finding, studying, and recording as many different types of objects as can be accomplished with the instruments at hand; learning how to map and measure the sky; learning how to make and use sample instruments for observing; learning and using the skills necessary for black and white photography; and offering some of the latest information on astronomical subjects.

SEE ALSO:
Lois R. Cooley page 1 Marilyn Hopkins page 1

Health and Life Skills

MARCIA HUNKER and MARTHA RILEY — Windham Southwest Supervisory Union, 96 Green Street, Brattleboro 05301, Office: 257-7144, Home: (Riley) 869-2458, (Hunker) 722-4338

IT'S UP TO YOU — HEALTH EDUCATION AND LIFE SKILLS CURRICULUM — Elementary

"It's Up to You" is a student-centered, activity-based health education program for grades 1-6 designed to foster self-responsibility for health care, sound health habits, and knowledge about one's world as related to an individual's total health. The program strives to integrate curriculum areas through teaching kits and accompanying curriculum guides. During training, participants receive a description of the project, how it began, developed, and is funded. Participants see a slide/tape program of the project, explore curriculum guides and kits, participate in specific teaching exercises such as experiments and games, and brainstorm ways such a project could be started in their own classrooms or schools.

SAL J. WIGGIN — 23 Mansfield Ave., Burlington 05401, Office: 862-9637, Home: 899-3096

FAMILY LIFE EDUCATION AND HEALTH (two distinct training offerings) — Pre-School, Elementary, Middle, and Secondary

Teaching Health Consumer Skills to the School Age Person

Most consumer decisions made in society affect the health of individuals involved. Even though actual consumer activities may not occur until later in life, the ground work for how those decisions are made is laid out at an early age. This training analyzes some participant/consumer decisions, considering the prevalence and the influences of advertising and peer opinions. The decision making process is reviewed and applied to various classroom situations. A variety of health consumer behaviors including nutrition, over-the-counter medications and choosing a health care provider are explored. Participants, after reviewing the decision making process in pairs, talk through a "typical" consumer decision made by one of their students. Given specific health consumer situations, participants make their personal choices and present their reasoning according to established criteria, to the group.

Understanding Sex Roles

Sex role development clearly begins at birth and its establishment affects a person's behavior for his/her entire life. During this training socio-sexual development are reviewed, and resources and process attitudes about sex roles are shared. Common decisions in our society and how sex roles affect who makes decisions and their outcomes are discussed. In some sex groups, participants brainstorm pros and cons (at least five of each) of being their sex in society today and then do the same for the opposite sex. They view "The Re-education of Women and Men: Creating New Relationships" and discuss changes society is experiencing due to modification of sex roles. In pairs, participants analyze common decisions in society, discuss who (which gender) makes them, under which circumstances, and why.

CHAUNCE BENEDICT — The Main Street School, Montpelier 05602, School: 223-6301, Home: 454-7751

TEACHING ABOUT AGING — Middle, Secondary

What makes each of us age and grow older? Is there a key to the clock of aging which, if found, could unlock the aging process and make immortality a reality? If so, do we want to use it? Are there things we can do when young, and throughout our lives, to make our eventual lives as older people a bit lengthier and more fulfilling?

The aim of this training is to enable teachers to match their students' curiosities with human and community resources in an enjoyable, fascinating, and educationally beneficial search for the answers to these and many other questions about aging and older people in Vermont.

The activities will include:

(1) Identifying a Rationale for Teaching About Aging
   — identifying what benefits students can obtain from a study of aging and older people

(2) Determining Students' Interests and Needs
   — creating activities that will help determine what students know and feel about this topic

(3) Employing Resources
   — identifying, and making plans for effectively using human and community resources in learning about this topic

(4) Creating Activities
   — creating activities that teach about aging while affording students with practice of effective research and communication skills

(5) Evaluating Outcomes
   — developing ways of measuring what students gained from activities

Language Arts

PAMELA BERNARDINI — Comiskey School, Northfield 05663, School: 485-6161, Home: 476-5131

SELF-SELECTED READING MATERIALS AS MOTIVATORS FOR WRITING — Elementary

Through a variety of activities and techniques, teachers are assisted to overcome the child's fear and/or dislike of writing. By first interesting the child in self-selected reading materials, teachers then learn how to motivate children to write about the materials selected. About 15 of a possible 96 techniques for doing this are demonstrated.

Once past this first stage, the focuses are on the formation of small groups of children who share ideas and evaluate the "kernel" or basic context of their writing.

Lastly, but most importantly, the training demonstrates how to handle the form of written expression (grammar, punctuation, spelling, etc.) so that the child's spontaneous written expression is not stifled.

LINN S. WILSON — Windham Central Supervisory Union, P.O. Box 276, Townshend 05353, School: 365-7651, Home: 254-2191

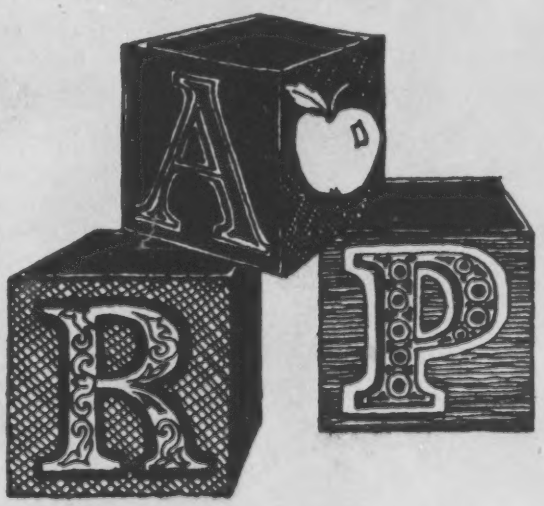
READING FOR SURVIVAL — Elementary, Middle, Secondary, and Special Education

This training provides teachers with a variety of opportunities, resources, materials, and activities for helping students develop competence in dealing with everyday reading materials. Among the many areas dealt with are the telephone directory, television guides, catalogs, schedules, recipes, menus, advertisements, forms, driver's licenses, road signs, instructions for product use, labels, and applications. This training is designed to serve as a stimulus in the development of practical functional-reading programs as well as providing a review of information as justification for providing such student programs. Teachers will be able to design and develop materials for use with their students based on examples which have been developed by the trainer.

PAULA NICKERSON and **LUCIEL C. WILSON** — Stamford School, RD #1, No. Adams, Mass. 01247, School: (802) 694-1379, Home (Wilson): (413)-664-6920, Home (Nickerson): (413) 663-9115

DEVELOPING TEACHER-MADE MATERIALS — Pre-School, Elementary, Middle, and Special Education

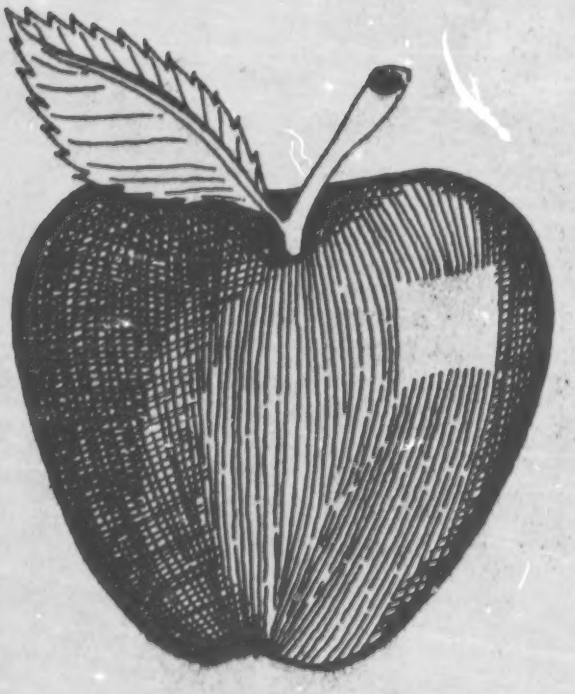
Children of all ages need follow-up for all skills previously taught. During this training experience, participants have "hands-on" experiences in designing, constructing, and evaluating materials of a creative type for use in their own classrooms. Materials are geared for introduction, review, or reinforcement, remediation or creative follow-up activities, depending on their use. All materials lead to more independence and self-evaluation by children. Materials presented are suitable for all elementary ages or are adaptable to remedial or special education needs teaching. Teachers for all types of classroom situations — traditional lecture to more individualized — will be able to tailor-make materials to fit their own teaching styles. (These materials should not be confused with teaching games.)



WILLIAM LINGELBACH — Thetford Elementary School, Thetford 05074, School: 785-4030, Home: 785-2653

HOW TO TEACH WRITING — Elementary and Middle

Participants are offered a daily writing program that works for students of all abilities and ages, especially grades 3-8. A pattern of sure-fire assignments for each day of the week is explained with emphasis on how to introduce the assignments, how to get the students started, how to get the most out of the writing period, and what to do with what they've written — guidelines for addressing, spelling, and grammar, when to insist on revision, and most importantly, how to read their work aloud and lead discussion that will generate enthusiasm for writing. Samples of student writing are examined. Participants complete one of the daily assignments and practice leading discussion of their papers.



KATHLEEN CAREY — RFD #1, Rutland 05701, Home: 773-8377

DEVELOPING WRITTEN EXPRESSIVENESS — Elementary, Middle

Teachers are assisted and encouraged to teach creative writing rather than simply to supervise children while they are writing. The training demonstrates how children's sentences, paragraphs, and stories can come alive if exciting, descriptive words are thoughtfully chosen. A variety of games, charts, bulletin boards and lessons are offered to assist individual teachers to start their own creative writing curricula. Included are hands-on activities which encourage teachers to construct some suggested items. There will be time for group, grade-level, and individual attention.

SCOTT O. KALTER — Bridgewater Village School, Bridgewater 05034, School: 672-3464, Home: 672-3640

BRIDGE BUILDING — Best suited grades 4-6; adaptable grades 7-8

This training attempts to bridge the gap between rote learning and self-motivational "intuitive" learning. With this alternative approach to reading, writing, and reference skills comes the development of decision making and independence for all students. The training focuses on identifying the skills and materials needed to create a "whole language/reading" program that is known simply as "Smile Projects." Once utilized in the classroom, the students progress in the cognitive areas of knowledge, comprehension, application, analysis, synthesis and evaluation. In the affective area, each child develops sound decision-making skills, respect for other students' abilities and talents, a feeling of self-worth and confidence, as well as the ability to make honest evaluation of his/her own progress.

Brainstorming, note-taking, outlining, bibliography and table of contents formation and reference material use are covered in the preliminary session. Explanations of presently existing materials are offered as well as an opportunity to work together on personal classroom needs and adaptations. Bridges can be built by anyone who is excited about new experiences in the classroom.

BURTON W. PORTER — Lyndon Institute, Lyndon Center 05850, School: 626-3654, Home: 525-3037

ADVANCED LITERACY FOR COLLEGE-BOUND HIGH SCHOOL STUDENTS — Secondary (College Preparatory)

This agent can provide two distinct training experiences:

(1) **Speed Reading Self-Taught** — a demonstration of techniques and exercises which can lead to a doubling of reading speed within two weeks. Participants are expected to acquire these speed reading skills themselves, which they can then teach their students.

(2) **Expository Writing** — demonstrates methods allowing both teachers and students to spend more time on their respective writing. Using these methods, teachers can enable students, by their senior year, to write a 2,500 word essay with less than five errors.

SEE ALSO:
Lois R. Cooley page 1
Marilyn Hopkins page 1
George Salembier and Elaine Delorme page 14
Carol M. Story and Katherine Holmes page 3

Library and Media Skills

WALTER UNGERER and **JILL BOLSTER** — 213 Elm Street, Montpelier 05602, Office: 223-7371

EXPERIMENTS IN FILM PRODUCTION — Elementary, Middle, and Secondary

This training includes a series of demonstrations dealing with kinds of filmmaking materials and techniques that can be taught to elementary, middle, and secondary students as follows: (1) Flip-card techniques using index cards and magic markers; (2) Direct drawing on film using acetate inks; (3) Outside the camera photography, exposing undeveloped film and processing it; (4) Compilation filmmaking using punched-out material and press tape; (5) Stop-motion, live-action or pixillation; and (6) Loopmaking using two projectors. The emphasis is on experimenting, innovating and cost cutting.

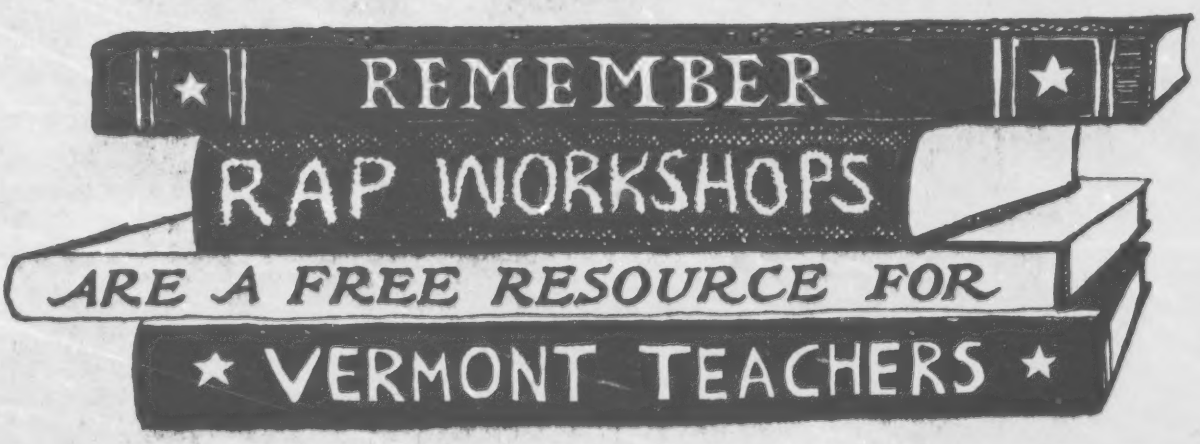
The Trainers can also assist teachers, librarians, and media specialists in the selection of films for creative curriculum development and teaching.

ELIZABETH BURKE — Marion W. Cross School, Norwich 05055, School: 649-1703, Home: (603) 448-4611

RUNNING A VOLUNTEER LIBRARY — Elementary, Middle, and Secondary

Skilled in the area of volunteer selection and training, Betty is the force behind the creation of an elementary school library in a small Vermont town. She has found political support, funds, and staff, and organized book sales for this library, developing a classifying procedure that volunteers can readily understand. She is adamant about the quality of volunteer chosen for "active duty" and is convinced that longevity of volunteer service is the key to the efficiency of the library and provides credibility for additional community/school support. She assists teachers in developing library staff, creating committees, setting up governing bodies, and any other fundamental activities.

SEE ALSO:
Marilyn Hopkins page 1
Cynthia Seybolt and Irene N. Mayer page 13



Math and Computer Skills

JEAN F. STEFANIK — Barre Town School District, RD #2, Barre 05641, School: 476-6617, Home: 479-0834

B.A.S.I.C. MICROCOMPUTER LITERACY AND REASONING PROGRAM — All levels (particularly gifted and talented)

Depending upon the specific needs and requests of the participants, the training can offer the following: discussion and clarification of concepts and definitions of gifted and talented programs; review and comparison of computers on the market for use with students; discussion of computer literacy as a real component of the educational curriculum; review of activities and materials, other than computers, which develop logical reasoning; complete program planning from funds acquisition to long range evaluation techniques; introduction to B.A.S.I.C. (Beginners All-purpose Symbolic Instructional Code); and planning and/or conducting in-service for teachers and other educators.

JAMES CALLAHAN — ID #4 Schools, Middlebury 05753, School: 388-2620, Home: 388-6512

MATH MANIPULATIVES — Elementary, Middle, and Special Education

Through the use of video tape, participants are allowed to see children actually using a variety of manipulative mathematics materials. Math manipulatives are such items as geoboards, fraction bars, cuisenaire rods, attribute blocks. How these materials can be used both as assessment and learning tools is demonstrated. Because participants see for themselves the increased skill performance of children using these materials, the expected outcome of each session is that teachers come away convinced that these materials are a necessity in the successful teaching of math.

JOHN BURTON — Browns River Middle School, Underhill 05489, School: 899-3711, Home: 434-2627

ACTIVITY APPROACHES TO BASIC MATH SKILLS — Elementary and Middle

This training focuses on Basic Mathematics Skills (i.e. addition, subtraction, multiplication, division of whole numbers, decimals and fractions, and the Vermont Basic Math Competencies) and how to motivate students to learn these skills through "active" approaches. These Basic Skills can be explored with ordinary materials commonly found in the school (plus lots of enthusiasm) and the activities are designed to be implemented with a minimum of time, effort, and money. Often presented in a game format, the activities can be implemented in a small group as well as a large class.

Expected outcomes of the training are: (1) a greater enthusiasm for teaching Basic Math Skills on the part of workshop participants; (2) specific knowledge of at least 10 new activities to teach Math; (3) at least one new game to be created during the workshop and taken home by each participant.

SEE ALSO:
Wayne Ganson page 5
Paula Nickerson and Luciel C. Wilson page 8

Social Studies

CHARLES E. MARCHANT — Colchester 05446 (Sept. to Dec. 15), Phone 862-7014, Box 132, Townshend 05353 (Dec. 15-June 30, 1980), Phone 365-7937

THE COMMUNITY IN THE CLASSROOM: "SENIOR SURVIVAL," A MODEL FOR THE UTILIZATION OF COMMUNITY RESOURCE PERSONNEL — All levels

This training consists of three sessions. Session one includes a description of the program, assessment of the needs of participants, and a work session to determine areas where resource people can be used in the participants' schools or classroom. Session two is a "hands-on" cataloging of available resource people and of specific course development with the goal of a course outline or list of available people. In session three participants have a choice of visiting the agent's program to observe its effectiveness in actuality, or the agent will assist participants in their own classroom in course implementation and practical applications developed in session two.

SEE ALSO:
Chaunce Benedict page 7
Lois R. Cooley page 1
Carol M. Story and Katherine Holmes page 3

CYNTHIA SEYBOLT and **IRENE N. MAYER** — Underhill ID School, Underhill 05489, School: 899-4680, Home (Seybolt): 899-3571, (Mayer): 879-6705

A TASTE OF THE WORLD — Elementary, Middle and Secondary

This training is designed to familiarize participants with the process and materials available in developing a unit on global awareness. Experiences of the RAP Agents in recruiting volunteers to facilitate the most meaningful learning experience for the student are shared. A format or plan of study is presented so that each teacher/participant will be able to develop this unit to suit his/her style and needs. Discussions focus on modes of learning as well as local resources waiting to be tapped. Materials and resources found useful in successfully executing this project are shared. This training is relevant for teachers of any age group interested in broadening their pupils' knowledge of different cultures and customs.

MARGARET M. B. CASSIDY — Brattleboro Union High School, Brattleboro 05301, School: 257-0356, Home: 387-6614

FOREIGN TRAVEL AND HOW TO MAKE THE MOST OF IT — Middle and Secondary

In the first part of the training, participants discuss some of the benefits and pitfalls of foreign travel by students, and explore ways to maximize the benefits and minimize the problems of such an experience. Discussions are based on participants' needs and on a detailed checklist for organizing a trip to another country. Participants receive a booklet with this checklist and are offered a series of techniques and exercises to prepare students for encountering another country and its way of life. In the second part of the training, participants themselves work through some of the exercises. It is expected that participants will gain a realistic idea of what must go into a successful foreign travel experience and what can be gained from it. They will also gain first-hand knowledge of techniques for making the travel more meaningful for their students.

Workshop concepts and exercises can also be applied to student travel in French Canada or other cultural regions in North America.

Special Children

GEORGE SALEMBIER and **ELAINE DELORME** — Bellows Free Academy, Fairfax 05454, School: 849-2591, Home: (Salembier) 253-8510, (Delorme) 899-3959

INDIVIDUALIZING BASIC LANGUAGE ARTS SKILLS — Elementary, and Special Education

Teachers in grades one through six are assisted in assessing, implementing, and evaluating a specific language arts program which can be used on a one-to-one, group, and whole class basis. The presentation covers the following areas:

(1) Explanation and hand-outs of materials needed for the language arts program;
(2) Explanation and hand-outs of properly assessing and placing the child in the language arts program;
(3) Explanation of how an individual educational program can be written based on the child's current level of performance in the *Recipe for Reading* program;
(4) Demonstration of language arts program using direct instruction and recording systems showing how the program can be implemented on a one-to-one and group basis; and
(5) Explanation of evaluation system to determine each child's progress.

FRANK MALINOSKY — Burlington School District, 163 South Willard Street, Burlington 05401, Office: 863-4521, Home: 454-7328

DEVELOPING A PROGRAM FOR SECONDARY SPECIAL NEEDS STUDENTS — Middle, Secondary, and Special Education

Issues surrounding the development and implementation of effective programs for students with special needs are dealt with. Participants look at the components of an effective Resource Program at the secondary level and analyze their own programs, including available resources and specific curriculum materials. Participants work on developing an individualized program for one of their students. Some time is devoted to discussion of workshop participants' concerns and needs, and other issues which might be addressed include cooperative planning among secondary teachers dealing with behavior problems, and on-going in-service training activities for teachers.

ROBERT KACHNOWSKI — Lyndonville Graded School, Lyndonville 05851, School: 626-5575, Home: 626-9363

TOWARDS A FREE AND APPROPRIATE EDUCATION FOR GIFTED AND TALENTED CHILDREN — All levels

Each workshop is tailored to the needs of the individual(s) requesting the training — whether a teacher, school, or school district. Pre-session interviews determine local resources and the subsequent content and structure of the training. As a result of the lecture, demonstration, and discussions committed individuals or groups will be able to: (1) identify gifted and talented children; (2) orient themselves and/or their staffs to the unique problems of gifted and talented children; and 3) articulate and implement a working gifted and talented program in the classroom and/or school that includes a purposefully distinctive curriculum utilizing a broad spectrum of teaching strategies and administrative designs.

SEE ALSO:
Michael Hanish page 2
Jean M. Stefanik page 12

REQUEST FORM AND INFORMATION

No Federal Program would be complete without a form. The Request Form is the only "red tape" that stands between you and a Resource Workshop. The example provided below states the information that must be included in a request for a Resource Agent's service. The request form should be filled out and mailed to a Resource Agent after an initial phone contact has been made. See Sample below. Please be as specific as possible when stating the purpose of the request. A statement of purpose might read: "Our school is revising its reading curriculum. This workshop will enable us to develop some activities for an individualized reading approach," or "Several of our teachers are interested in using more community resources in their social studies program. A workshop in Oral History will prepare them to use those resources more effectively." The statement of purpose will supply information that will be helpful in determining the effectiveness of RAP.

Remember a request for a Resource Agent's workshop must be signed by the school principal or supervisor. Enjoy your learning!

SAMPLE

REQUEST FORM

Resource Agent .....

Name of Requestor .....

School Address ..... Phone .....

Date of Workshop(s) .....

Number of Teachers Participating .....

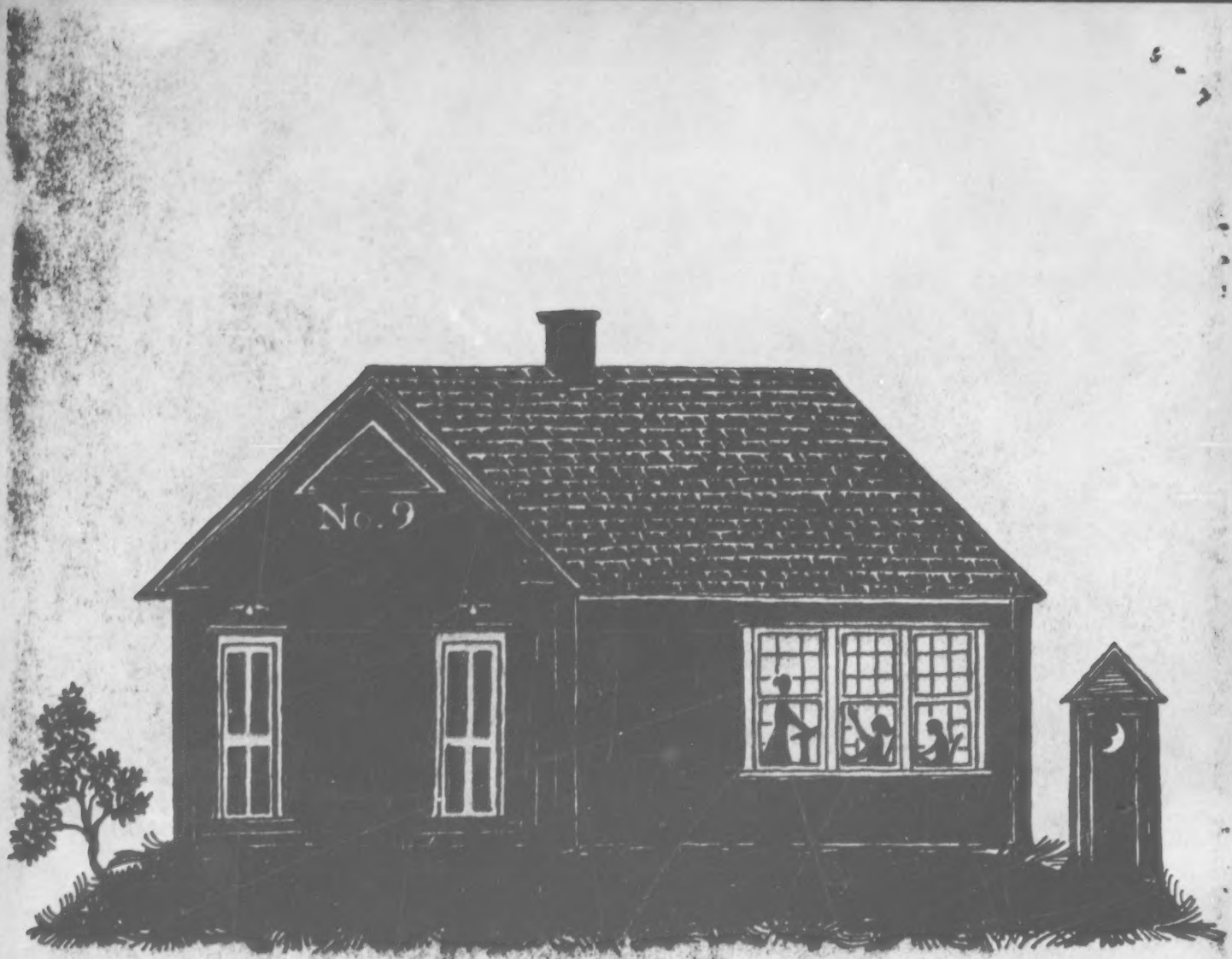
Purpose of Visit: State your reasons for requesting a Resource Agent Workshop.

Instructions: Below is a statement giving your Principal's or Supervisor's permission for the Agent's visit. This must be signed before you mail this form to the Resource Agent.

I approve this application for the services of a Resource Agent as outlined above.

Date ..... Signed .....

Title .....



REMEMBER.., **RAP** WORKSHOPS ARE A FREE RESOURCE FOR VERMONT TEACHERS

APPENDIX D

D1-Rules and Procedures for Logical Analysis or Written Data

Appendix D1

RULES AND PROCEDURES FOR LOGICAL ANALYSIS OR WRITTEN DATA

The following decisions were made regarding what was to be the unit of data analysis:

1. A phrase or clause will be the basic unit of analysis.

2. Verbiage not considered essential to the phrase or clause will be edited out -- i.e., articles or speech, possessives, some adjectives, elaborative examples.

3. Where there is a violation of conventional syntax in the data, it will be corrected.

4. Where there are compound thoughts in a phrase or clause, each unit of thought will be represented separately (unless one was an elaboration of the other).

5. Where information seems important to add to a statement in order to clarify it or set it in a context, this information will be added to the unit by using parentheses.

The following decisions were made regarding the procedures for categorization of content units:

1. After several units are listed on a sheet of paper, they will be scanned in order to determine differences and similarities. Look for similarity in language, in concept, in feeling or emotive levels. For comments, not directly related to the question, list in separate category called "Extraneous!"

2. From this tentative analysis, logical categories will be derived for the units.

3. When additional units of data suggest further categories, they will be added to the classification scheme.

4. After all the units from a particular question response are thus classified, the categories are further reduced to broader clusters (collapsing of categories).

5. Frequencies of units in each cluster category are determined and further analysis steps undertaken, depending on the nature of the data -- i.e., ranking of cateogires and frequencies; describing category clusters with verbatim quotes which represent the range of ideas or opinions; contrasting the classification scheme with others developed in similar questions.

APPENDIX B

Timeline of RAP Program Activities (1979-80)

TIMELINE OF RAP PROGRAM ACTIVITIES

1979-80

(See December for Program start up)

Janurary - Criteria for selection and RAP review forms are developed/amended by Evaluation Consultant and RAP coordinator.

- Representatives from each division of the State Department of Education meet as a panel or task force to review/amend/approve selection criteria and RAP review forms. They also make initial nominations for resource agents, of teachers whom the representatives believe are offering innovative practices, approaches, and/or classroom techniques and materials.

- Panel members approach fellow professionals in their respective divisions to solicit additional RAP nominations.

February - RAP announcements and application forms are developed/amended by program coordinator, reviewed by panel and other appropriate staff, and sent to former RAP agents/applicants, superintendents, school principals, and nominees.

- RAP coordinator develops/amends selection activities log sheet.

- Confirmation of financial contributions by division directors of the State Department of Education is sought and obtained by RAP coordinator and Director of Federal Assistance.

March - Evaluation Consultant develops/amends evaluation forms for follow-up on RAP program of current program years and submits them for review/approval by RAP coordinator, panel members, and other appropriate staff.

April - Applications are received.

- Initial screening of applications is made by RAP coordinator and panel, and a schedule of visitations is drawn up.

- All new applicants and, if necessary, applicants who are former RAP agents are visited on-site by members of the panel. Applicants are rated according to the approved selection criteria; RAP review forms or checklists are used to record the findings.

May
- RAP coordinator and panel examine applications, review forms, evaluation reports on former RAP agents/applicants, and then make final selection of agents.
- Applicants are notified by letter of their selection/rejection. Accepted applicants receive approval statement formsto be signed to their respective principals.
- Superintendents receive notifications of acceptance of RAP agents in their respective districts as well as approval statement forms.
- Evaluation Specialist mails to participating school districts (teachers, administrators, agents) evaluation forms for current RAP program year.
- Contracts for agents are developed/amended by RAP coordinator, reviewed by panel and appropriate staff, and submitted for approval by State Department of Education legal counsel.
- Initial arrangements made by RAP coordinator for training workshop in August.

June
- Approval statement forms are received from principals and superintendents.
- RAP contracts are approved by State Department of Education and forwarded to Attorney General, Personnel, etc.
- RAP program coordinator begins to design RAP Catalog.
- Date(s), location, and trainers for RAP training workshop confirmed by program coordinator.
- Memo is sent to agents notifying them about training workshop, soliciting description of workshops for the Catalog, and providing other pertinent information about the program.
- RAP program evaluation forms returned to Evaluation Specialist by the school districts.

July
- First draft of Catalog is reviewed by panel, appropriate State Department Education Staff, agents, etc.
- Agents return final workshop discription for Catalog to RAP Coordinator.
- RAP contracts returned to State Department of Education and sent to agents for their signatures.
- Evaluation Specialist analyzes evaluation forms and writes final report.
- RAP training workshop arrangements are finalized and agents are sent agenda, and travel and lodging information.

August - Catalog goes to printer and is received prior to the training workshop.

- RAP contracts are signed by agents and returned to State Department of Education.

- Agents attend training workshop and receive RAP Catalogs for distribution to their districts. They offer suggestions for topical brochures or other promotional materials.

September - RAP coordinator attends division staff meetings to promote the program and distribute catalogs to field consultants.

- RAP Catalogs are sent to superintendents, principals, librarians, and other potentially interested persons and state agencies.

- Topical and special interest brochures are drafted by RAP coordinator and sent to agents for review.

October - RAP program is presented by coordinator and agents at VEA Convention and educational conferences (e.g.: Federal Assistance Conference).

- Topical or special interest brochures are approved and sent to printer.

November - Topical or special interest brochures are received from printer and sent to school districts.

December - RAP coordinator and Director of Federal Assistance solicit division directors of the State Department of Education seeking financial support for next year's RAP program and requesting names of division representatives for RAP panel. Presentations on program made at Directors' meeting with follow-up via a memorandum.

APPENDIX C

RAP Forms and Letters (1979-80)

1. Cover letter to Vermont Superintendents and Principals
2. Cover sheet and criteria for RAP application forms
3. RAP application form
4. On-site visit checklist
5. Resource Agent Program contract
6. RAP honorarium form
7. RAP substitute form

1-C

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER
05602

TO: Vermont School Superintendents and Principals

FROM: Mary Perry
Dissemination Specialist

DATE: April 5, 1979

RE: Resource Agent Program, 1979-1980

Enclosed are two (2) copies of the 1979-1980 Resource Agent Program application forms. If you know of teachers in your district who you think would make good agents, we would appreciate your passing these forms along to them. Or, if you prefer, perhaps you could post these in the school library, in the teachers' room, or perhaps an announcement could be made during an in-service day. Please note the deadline date of April 27, 1979.

These teachers should have created new materials, practices, techniques, or methods which other teachers could use and which would lend itself to a workshop format. Contracts between the Department and selected agents will run from September 1, 1979 through June 30, 1980. Agents are paid honoraria ($35.00 per workshop) and are reimbursed for mileage and materials for a maximum of nine workshops requested by other teachers in their area of expertise. The agents' school districts are reimbursed for substitutes. A two-day training session for agents in conducting workshops will be given in late August.

If you have any questions on any part of this program, please do not hesitate to contact us at the address below. Your cooperation in this matter will be much appreciated.

Resource Agent Program
Vermont Department of Education
Division of Federal Assistance
State Office Building
Montpelier, Vermont 05602
Telephone: 828-3124

VERMONT
RESOURCE AGENT PROGRAM
1979 - 1980

Most teachers agree that the best source of new ideas is other teachers. Do you know of a Vermont teacher or a classroom resource person who has created new materials, practices, techniques, methods, etc., which other teachers could use and which would lend itself to a workshop format? Perhaps you yourself would qualify.

The Division of Federal Assistance in the Vermont Department of Education is currently recruiting candidates to be Resource Agents for the 1979-1980 school year. Contracts between the Department and selected agents will run from September 1, 1979 through June 30, 1980. Agents are paid honoraria ($35.00 per workshop) and are reimbursed for mileage and materials for a maximum of nine workshops requested by other teachers in their area of expertise. The agents' school districts are reimbursed for substitutes. A two day training session for agents in conducting workshops will be given in late August.

RAP workshops cover one or more of the following components:

A. Training in the use of specific educational materials.

B. Training in specific teaching methods.

C. Training in development of specific teaching activities.

D. Training in the use of innovative and/or model educational practices.

If you are interested in being a RAP Agent, or know someone you would like to recommend, please fill out the attached form and send it, accompanied by a professional resume to:

Resource Agent Program
Vermont Department of Education
Division of Federal Assistance
State Office Building
Montpelier, Vermont 05602

APPLICATIONS MUST BE RECEIVED NO LATER THAN APRIL 27, 1979.

VERMONT
RESOURCE AGENT PROGRAM
APPLICATION FORM
1979 - 1980

1. NAME: _____

   SCHOOL ADDRESS: _____

   SCHOOL TELEPHONE: _____

   HOME ADDRESS: _____

   HOME TELEPHONE: _____

2. Will you be teaching in a Vermont public kindergarten, elementary or secondary school, or in an approved private school during the 1979-80 school year?

   Yes /___/ No /___/

3. If the answer to No. 2 is "yes," please answer the following:

   a. What is the name and location of the school in which you will be teaching?

   _____

   b. What grade level(s)? _____

4. In what area(s) (subject matter) is (are) your specialty(ies)? _____

   _____

   _____

5. Describe your specialty or area of expertise. Be as explicit as you can. (Use additional sheet(s) if necessary. If you wish to be considered for more than one area, describe this (these) also.)

   _____

   _____

   _____

   _____

   _____

   _____

6. Estimate the cost of workshop preparation and materials. Please itemize.

   _____

   _____

   _____

7. Have you ever been a teacher in Vermont or elsewhere? Yes ☐ No ☐

If "yes," how long ago and where? _____

8. Was your specialty developed in a classroom, or have you used it in a classroom?

Yes ☐ No ☐ If "yes," how long ago and where, and for what grade level(s)? _____

9. List below names, addresses, and titles of at least two educators or colleagues who would verify your expertise in the area(s) you have listed:

_____

_____

_____

_____

_____

_____

10. Are you now, or will you be during the 1979-80 school year, a recipient of Federal funds? Yes ☐ No ☐ If "yes," please elaborate: _____

_____

_____

_____

_____

_____

11. Attach professional resume.

Return this completed application form and attachments to:

Resource Agent Program
Vermont Department of Education
Division of Federal Assistance
State Office Building
Montpelier, Vermont 05602

APPLICATIONS MUST BE RECEIVED NO LATER THAN APRIL 27, 1979.

Resource Agent Program

4-C

NAME OF PROGRAM

NAME OF AGENT & ADDRESS

JOINT CHECKLIST FOR REVIEW OF RAP APPLICANTS (On-Site Visit)

Staff Member Reviewing Program _____

1. Please describe the activity/program observed which the applicant intends to present to other teachers using a workshop format. (If you did not actually observe the activity/program, ask the applicant to describe the workshop he/she would offer.)

Please circle appropriate response from 1 to 5 -- 1=lowest, 5=highest

2. Are both learner activities (what they do) and outcomes (what they learn as a result of the activities) clearly observed/stated? 1 2 3 4 5
   Please describe:

3. Are teacher activities clearly observed/stated? 1 2 3 4 5
   Please describe:

4. Are materials, human resources, and physical facilities necessary to implement this program clearly observed/stated? 1 2 3 4 5
   Please describe:

5. Is convincing evidence presented that demonstrates this program accomplishes its observed/stated learning outcomes? 1 2 3 4 5
   Please describe:

6. The program meets a significant Vermont educational need. 1 2 3 4 5
Comment:

7. The program is exemplary (a model that deserves imitation). 1 2 3 4 5
Comment:

8. The program does not significantly overlap either current Vermont educational practices or current or past RAP programs. 1 2 3 4 5
Comment:

9. The program is potentially adoptable by a number of Vermont schools with good cost-effectiveness. 1 2 3 4 5
Comment:

10. The potential RAP Agent has both the technical knowledge and communication skills to effectively present the program. 1 2 3 4 5
Comment:

Overall, do you recommend this program be

☐ adopted ☐ not adopted

Other comments:

STATE OF VERMONT
DEPARTMENT OF EDUCATION
Montpelier, Vermont 05602

5-C

RESOURCE AGENT PROGRAM CONTRACT

1971-1972

This contract made and entered into by and between State of Vermont, Department of Education (hereinafter called "Department"), and

_____ of _____
Name of the Contractor — Town

(hereinafter called "Contractor"), as follows:

1. At the request of a Vermont elementary or secondary, public or private educator or administrator, the Contractor shall provide a maximum of six (6) in-service training workshops of not less than 2.5 hours duration each in the areas of teaching methods and educational materials for teachers and/or administrators. Workshops will cover one or more of the following components:

   A. Training in the use of specific educational materials.

   B. Training in the use of specific teaching methodology.

   C. Aid in the development of specific teaching activities.

   D. Aid in the planning and development of proven innovative and exemplary educational practices.

2. Reports and records that may be reasonably necessary to enable the Department to perform its duties shall be submitted in accordance with a schedule set forth by the Department.

3. The Contractor agrees to comply with all the requirements of Title 21 V. S. A., Chapter V, Subchapter 6, relating to fair employment practices, to the extent applicable, and agrees further to include a similar provision in any and all subcontracts.

For its part, in consideration of the services to be performed by the Contractor, Department agrees to pay Contractor in accordance with the following schedule:

1. Thirty-five dollars ($35.00) for each workshop, total not to exceed $210.00.

2. Department will reimburse Contractor for the following expenses if incurred by Contractor in carrying out services to be performed:

   A. Mileage at seventeen (17¢) per mile for use of his/her personal motor vehicle. Travel expense to be approved by the Department's Assistant Director of the Division of Federal Assistance. Total not to exceed $150.00. Expense accounts to be approved by the Assistant Director of the Division of Federal Assistance.

B. Materials and supplies necessary to conduct workshops. Total not to exceed $100.00. Expense accounts to be approved by the Assistant Director of the Division of Federal Assistance.

C. With prior approval, reimbursement for lodging or meals will be made in accordance with current regulations applicable to Vermont State government employees.

The Federal Assistance Dissemination Specialist (Resource Agent Program Coordinator) will be the sole judge as to the reasonableness and necessity of the aforementioned expenses.

The Contractor shall bill the Department of Education for services performed and expenses incurred within 30 days after the completion of a workshop. All bills shall be addressed to the RAP Coordinator. Because of limited funds available to the Department for this program, Department shall not be liable to make payments for any billings submitted later than the aforementioned 30-day period.

The period of performance under this contract shall commence on September 1,1979 and end on June 30, 1980.

This contract may be cancelled by either party by giving written notice thirty (30) days in advance.

This contract shall not be binding on either party unless and until it has been certified by the Attorney General's Office under the provisions of 3 V. S. A. 311 (a) (10), approved by the Governor or by the Secretary of Administration for the Governor. In the event this contract is executed by the parties prior to such certification and approval, but such conditions are subsequently met, the commencement date set forth in this contract shall control.

_____
(Contractor's Signature)

_____
(Address)

_____

_____
(Social Security Number)

Date: _____

APPROVED AS TO FORM:

Stephen L. Brandwene
General Counsel
Department of Education

STATE OF VERMONT
DEPARTMENT OF EDUCATION

Robert A. Withey
Commissioner of Education

Date: _____

AP
/1/79

Request for Payment:

NAME: _____

ADDRESS: _____

_____

_____

Social Security Number: _____

Service Performed: _____

_____

_____

Date(s) of Service: _____

_____

Amount: $ _____

Signed: _____
(AGENT)

TO: Vermont Department of Education, Montpelier, Vermont

FROM: _____School District

RE: REQUEST FOR REIMBURSEMENT FOR SUBSTITUTE SALARY

Substitutes Name_____

Substituted For_____

Date(s) of Service_____

Purpose_____

Amount $_____

Signed_____

(School Official)

APPENDIX D

Materials Distributed at RAP Training Session August 19-20, 1979

1. Questions and answers policies and procedures
2. RAP workshop pre-planning checklist
3. Explanation of allowable; expenses
4. Vita of trainer J. Robert Hanson

1-D

QUESTIONS AND ANSWERS

1979-1980 RESOURCE AGENT PROGRAM
POLICIES AND PROCEDURES

1979-1980 Contract Provisions

Question One:

Why are the number of agents less in 1979-80 than in 1978-79, and why have the number of workshops and reimbursement allotments been cut?

Answer One:

In 1978-79, the Department of Education received a federal grant from the National Institute of Education allowing the RAP program to be expanded from a Division of Federal Assistance activity to a Department-wide effort. In 1979-80, RAP is still a Department-wide effort, but is being funded by contributions from various Department programs as follows: Elementary and Secondary Education Act -- Title I (Educationally Disadvantaged), Title IV, Part B (Instructional Materials and School Library Resources), Title IV, Part C (Improvement in Local Educational Practices), Title IV, Part C (Strengthening State Departments of Education), Title VII (Bilingual Education); P.L. 94-142 (Special Education); Right To Read; and Vermont Teacher Centers.

Not only did these contributions total less than the NIE grant, most of the contributing programs required the workshop subject areas of the agents they funded to be tied to their particular programs. This meant fewer slots available for applicants not tied to particular programs and fewer agents able to be funded overall. Less money also accounts for the reduction of maximum workshops from nine to six, and the cuts in mileage and in materials and supplies.

Question Two:

Last year agents who had conducted the maximum number of workshops were allowed to give more if other agents did not fulfill their quotas. Will that happen this year?

Answer Two:

Yes, but this decision cannot be made until sometime in the spring of 1980, and the availability of funds for this purpose can be determined. Any change in the maximum number of workshops allowed will require revised contracts for those individuals affected.

Question Three:

The mileage allowance has been cut so much that those of us living near the northern or southern borders of the state are penalized.

Answer Three:

We realize that fact. Therefore, for those agents in these circumstances, and with prior approval of the Assistant Director of the Division of Federal Assistance, up to $50 more in mileage expenses may be allowed. With similar prior approval, up to $50 additional money for materials and supplies may be allowed.

Question Four:

The contract states that with prior approval, reimbursement for lodging or meals will be made in accordance with current regulations applicable to Vermont State government employees. What are those regulations?

Answer Four:

Copies of the applicable regulations are included in your information packet. If you have any doubt about whether an expenditure will be reimbursed, it is safer to call the Department beforehand to be sure it is a legitimate expense. We can say in general that unless you have two workshops on consecutive days which would make it cheaper for you to stay overnight than to return home, or if the travel time to and from a workshop location is excessive, lodging and meals are not reimbursable.

Question Five:

Are there any restrictions on who can request or participate in a reimbursable RAP workshop?

Answer Five:

Yes. The RAP program is essentially an adoption/adaption activity for Vermont K-12 public, and approved private, school teachers. Therefore, you cannot conduct workshops directly for students, nor can you conduct workshops in Vermont institutions of higher learning for graduate students in education. On occasion, you may be asked by school principals, college professors, or other individuals to conduct workshops as part of general in-service programs for an audience who are teachers. Although on the surface such requests would seem legitimate, we have found that they are much less effective than when the request comes directly from a classroom teacher interested specifically in your subject area. Also, the general programs usually do not allow for the 2.5 hours required for a reimbursable workshop. You may be much more effective conducting a session for only one teacher who is genuinely interested in what you have to offer than if you conduct a workshop for 40 or more teachers who have no prior knowledge of or interest in your subject. With a maximum of only six reimbursable workshops, we would encourage you to respond first to requests from teachers genuinely interested in your workshop.

On the other hand, you may conduct and be reimbursed for workshops given to teachers in state-run institutions such as the Chittenden Community Correctional Center, the Brandon Training School, etc., with educational programs for residents.

Question Six:

Why is the submission of bills within 30 days following the completion of a workshop stressed in this year's contract?

Answer Six:

The answer goes back to Question One, i.e. budgetary constraints. We need to have a running, up-to-date tally of how much money each agent has spent so that we can make a determination as early as possible on whether there will be available funds to extend the contracts of those agents who have given the maximum number of workshops. Also of course, the sooner you submit your bills, the sooner they will be processed by the Agency of Administration and the sooner you will receive your checks.

In this connection we should emphasize the importance of getting all your bills and forms submitted on time, particularly the post-cards with the dates of your up-coming workshops. It is equally important for us to know promptly if any scheduled workshops have been cancelled or re-scheduled for later dates so that we can tell at a glance the number of workshops given and scheduled for each agent. Remember also, that it is the agent's responsibility if s/he is a teacher to see that the substitute form is given to your principal. S/he fills it out and returns it to us and we reimburse the school directly.

Other points to keep in mind with regard to the forms is that if you are a member of a team, only one person on the team signs the contract and that person's name and Social Security number must appear on all submitted forms and vouchers. If a team member other than the Contractor gives a workshop, the team member will be reimbursed by the Contractor. Telephone calls in connection with planning a workshop will be reimbursed if proof of payment is submitted, but no travel for planning is allowed. When submitting bills for materials and supplies, you can either have the vendor bill the Department directly, or you can send the original, receipted bill paid by you to us for reimbursement.

Planning a Workshop

Question One:

What are the most important components of an effective RAP workshop?

Answer One:

Without question, both past RAP agents and workshop participants agree that the amount and quality of pre-planning done between the agent and the school contact person is the key factor in a successful workshop. This may mean long and repeated phone discussions, but the more information exchanged beforehand, the less chance for disappointment on either side. We have this year developed a pre-planning checklist, six copies of which you will find in your packet, to remind agents of the points which should be covered in pre-planning arrangements. For his/her own protection, an agent should fill out a checklist for each workshop scheduled. It might be advisable for the agent to send a copy of the checklist to the contact person prior to the workshop in order to reduce the chances of misunderstanding on any item. Actually, the importance of pre-planning cannot be overemphasized.

Question Two:

What have past evaluations shown were the chief criticisms of RAP workshops?

Answer Two:

Over the years the strongest, most frequently cited criticisms of participants were directed at instances when materials, methods, and programs were not pinpointed at the grade level or areas of interest of the individual participants. This could result from general in-service programs where RAP presentations were made to groups who had not expressed prior interest in the particular workshop subject or it might result from insufficient or sloppy pre-planning. The second most frequently cited criticism was too short a time allowed for the workshops. From this, one could infer that really interested participants want more than the minimum 2.5 hours and, in fact, the average length of workshops in the past has been four hours. Again, pre-planning is the key.

RAP Publicity

Question One:

Why doesn't the Department of Education publicize the RAP program more widely? Nobody seems to have ever heard about it.

Answer One:

Believe it or not, the RAP program is probably the best-known, most widely accepted program administered by the Division of

Federal Assistance, with the exception of Titles I and IV, ESEA. Last year, thanks to the federal grant, we had the benefit of a full-time employee with responsibility for administering the national Educational Resource Information Center (ERIC), the Vermont Educational Resource Base (VERB), and RAP. Part of her duties included giving numerous awareness presentations on RAP around the state, staffing a booth at the Vermont Education Association's annual meeting, mass mailing of the RAP catalog to teachers and administrators, and similar related activities. This year, even though RAP is without a full-time staff, and the budget is very tight, we plan to explore additional ways of publicizing the program such as publishing articles in various subject-area newsletters, in the Division's publication Federal Papers, and in the Department's publication Vermont Education; and possibly negotiating through the Vermont State School Directors Association to allow participants re-certification credits for attending RAP workshops. In addition, depending upon funds and staff time, consideration will be given to publishing individual fliers on one or more of the general categories covered by current RAP agents such as the Arts, Math and Computer Skills, Social Studies, etc.

Question Two:

If the state has limited funds and staff time for publicizing the RAP program, can individual agents advertise their own workshops?

Answer Two:

Although the state strongly encourages the help of individual agents in publicizing the RAP program as a whole, we have had to discourage agents from too aggressively promoting their own workshops. This is for two reasons; one, because in past years there have been one or two instances where agents have used their RAP association to set themselves up as private consultants which constitutes a conflict of interest; and two, because the federal government, in regulations connected with other programs, prohibits local districts from publicizing their federal projects outside the district on the premise that it is the state's responsibility to do this. However, there is no doubt that the more exposure on RAP by any means, the better for the program as a whole, so, if you wish to give awareness presentations or develop promotional material on your own workshop without reimbursement from us, we would urge you to let us know in advance. We may be able to steer you away from situations which might be considered conflicts of interest or to cooperate in enhancing the scope of what you yourself want to do.

RESOURCE AGENT PRE-PLANNING CHECKLIST

Name of Contact Person/Requester

Title/Function of Above

School/Location Where Workshop will be Held

Agreed Upon Date(s) of Workshop(s)

Number of Teachers Expected to Participate in Workshop

Grade Level(s) Represented by Participants

Check List

- ☐ Have I received a request in writing for this workshop signed by the principal or supervisor?
- ☐ Has the requester arranged for participants' release time, if necessary?
- ☐ Have the requester and I together established how long the workshop should be?
- ☐ Does the requester understand exactly what physical arrangements and/or equipment will be necessary for him/her to provide?
- ☐ Have I prepared enough materials to accommodate the needs of all participants?
- ☐ Have I sent the requester one or more project resumes so each participant will be familiar with workshop content and procedures?
- ☐ Has the requester organized a schedule and relayed it to all participants?
- ☐ Do both I and the requester understand explicitly what will take place during the workshop?
- ☐ Do the participants understand that they will be asked to complete evaluation forms by the end of the workshop?
- ☐ Do the participants realize that they will be expected to implement my workshop ideas in their classrooms and may be called upon later in the year by the Department of Education as to their success in doing so?
- ☐ Have I received enough information from the requester so that I can tailor my workshop to the specific needs of participants?

Have I made sure that my workshop components are practical, usable, and embody specific "hands-on" activities and techniques for participants?

Have I inquired into the economic background of the school's community, the teaching styles most commonly practiced by participants, and the academic achievement levels of students taught by participants?

Have I notified the Department of Education of the date(s) and location of the workshop(s)?

NOTES

NIE QUARTERLY REPORT

Janaury 1, 1979 - March 31, 1979

Vermont's second Special Purpose Grant awarded by the National Institute of Education became effective in January 1978 and was granted for the purpose of developing a state-wide file of human resources as a second piece towards creating a full-scale Capacity Building Dissemination grant for the state of Vermont.

The model used to collect these human resources was one which had originally been created and used by the Division of Federal Programs in a program known as the Resource Agent Program. In this process, Title I and Title IV, ESEA, staff members identified teachers and resource persons in the field connected with those titles who were known to have developed new/exemplary products, practices, methods, techniques, etc., which could be adopted or adapted by all teachers in the State. The identified individuals with special expertise were placed under contract by the Division to give free workshops on request for other educators.

From January 1, 1978 to September 1, 1978, the Special Purpose grant concentrated on plans for expanding the once Divisional program to a Department-wide effort. Actual contracts for a 10 month period for the new agents did not become effective until September 1, 1978 which meant that at the expiration of the grant on December 31, 1978, the new agents would only be into four months of their contracts.

At the request of the Vermont Department of Education, Vermont's second Special Purpose grant was extended for six months beyond the original expiration date of December 31, 1978 with no request for additional funds. The extension period was to allow time and funds for the fulfillment of contracts with the 51 RAP agents whose contracts ran through June 30, 1979, and to "provide for better meeting the evaluation needs of the program, to provide a larger data base; time to collect the information; and to better assess the changes needed in program design." (See attached letters of July 19, 1978 and September 22, 1978).

The granting of permission for the extension allowed the Department to honor the agent contracts but did not allow sufficient funds for continuation of salaries. Therefore, the position of Education Resource Coordinator became vacant as of January 1, 1979. The Dissemination Specialist of the Division of Federal Assistance, under the supervision of the Assistant Director, began to pick up some of these duties and was appointed interim Project Coordinator in February. The day to day correspondence and record keeping for the 1978-79 agents and other clerical duties connected with the grant continued to be handled by another employee, a Librarian-Aide, fully paid for by the Department.

Preparation for the selection of agents for Fiscal Year 1979-80 began in February with the appointment of a new Department RAP Panel made up of representatives from the various operating Divisions appointed by their Directors. (Attached is a list of panel members). Because NIE funds would not be available to finance the program in Fiscal Year 1980. the Director and Assistant Director of the Division of Federal Assistance, as well as the Dissemination Specialist, began the process of soliciting contributions from other Department Divisions and programs in order to continue the grant as a Department-wide effort.

The Project Coordinator andthe Librarian Technician were responsible not only for monitoring the record keeping of the 1978-79 agents but also for decisions arising from their activities. They also were engaged in preparation for the FY 79-80 program by way of creating new and revised application forms, on-site visit checklist, selection criteria and evaluation forms for the new season. All forms approved by the Evaluation Consultant and the RAP Panel members.

Because of the press of other duties and lack of travel funds, the Project Coordinator was not able to continue the awareness activities to the extent possible when a full-time Education Resource Coordinator was available but every opportunity to promote the program through newsletters, flyers, and radio announcements was seized upon.

By the end of the quarter, FY 1978-79 agents had conducted 17 workshops. The location of the workshops as of March 2 are shown on the enclosed map.

In spite of the curtailed amount of money available for RAP in 1979-80 and the limited time and money for promotional activities, the Department administration entered onto the 16th month of the Special Purpose grant much encouraged by the tangible evidence of support from the Department and the conviction that the essence of the program was to continue without benefit of federal funding.

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER
05602

July 19, 1978

Dr. Arch Steiner
Program Officer
National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208

Dear Dr. Steiner:

I would like you to confirm in writing the arrangement that we discussed together by telephone in May relating to the continuation of Vermont's Special Purpose Grant activities on a per diem basis after December 31.

As I hope you recall, the situation is simply one of assuring Vermont resource agents who are teachers with successful programs worth recycling, that they will be paid for each workshop/consultation they provide through June 30, 1979. Their expenses would be covered for mileage and materials and any substitute teacher if that applied.

As we agreed in our conversation, an amount covering these per diem costs would be withheld when we closed out the grant in December. My director would like an official response from you to confirm this agreement before contracts are written for these teachers.

Sincerely,

Karen

Karen McCarthy
Education Resource Coordinator

gm/

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER
05602

September 22, 1978

Dr. Arch Steiner
Program Officer
National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208

Dear Dr. Steiner:

As a follow-up to our meeting on September 7, 1978, I am putting in writing a request for an extension of our current Special Purpose Grant #NIE-G-78-0018.

The time extension requested is until June 30, 1979. The extension will provide for better meeting the evaluation needs of the program; to provide a larger data base; time to collect the information; and to better assess the changes needed in program design.

This extension request is with no additional request for funds.

Thank you for your attention to this matter.

Sincerely,

Mary Ann Brennan
Assistant Director
Division of Federal Assistance

MAB:med

cc: Commissioner Withey
Mr. Gerard Asselin
Ms. Karen McCarthy

List of Panel Members 1979-80

Henry Bissex, Assistant Director, Division of Adult Education Services, who also has prime responsibility for the Department's liaison with Vermont's two official Teacher Centers.

James G. Lengel, Chief of Elementary Curriculum, Division of Elementary and Secondary Education, who has extensive contacts in the field.

Mary Perry, Dissemination Specialist, Division of Federal Assistance, and interim RAP Coordinator.

Douglas Walker, Training Coordinator, Division of Special Educational and Pupil Personnel Services, with dissemination responsibilities for that division.

Richard Higgins, Assistant Trade and Industrial Education Consultant, Division of Vocational-Technical Education.

Locations of RAP Workshops Held
as of March 2, 1979

Barnet
Bellows Falls
Bennington (5)
Bennington-Rutland District
Berlin (2)
Bethel
Bradford (4)
Brattleboro
Bridport
Bristol (6)
Burlington (3)
Burr & Burton
Cabot
Charlotte
Chelsea
Chittenden East
Chittenden County Correctional Ctr. (3)
Colchester (7)
Danby
Essex Junction (4)
Fairfax (3)
Fair Haven
Fayston
Ferrisburg (2)
Grafton
Hartford (2)
Regional Center, Hanover (2)
Highgate

Jericho (2)
Johnson
Ludlow
Marshfield
Middlebury (3)
Middlesex
Milton
Newport (2)
North Bennington
Northfield (7)
Orange Southwest (2)
Perkinsville
Plainfield (2)
Readsboro (2)
Richford

Rochester
Roxbury
Rutland (5)
St. Albans (2)
St. Johnsbury
St. Mike's (20)
Saxtons River (4)
Shaftsbury
Shrewsbury
South Burlington (7)
Springfield
Thetford (2)
Waitsfield (2)
Wallingford
Washington South
Washington West
West Burke
Williamstown (3)
Williston
Wilmington
Winooski (2)
Wolcott (2)
Woodstock (4)

C A N A D A
-N-
COUNTY AND TOWN
OUTLINE MAP
OF
VERMONT
VERMONT DEPARTMENT OF HIGHWAYS
HIGHWAY PLANNING DIVISION
SCALE
DECEMBER 31, 1974
MASSACHUSETTS

NIE QUARTERLY REPORT

VERMONT SPECIAL PURPOSE GRANT

April 1, 1979 - June 30, 1979

Vermont's second Special Purpose Grant awarded to the State by the National Institute of Education was granted for the purpose of developing a state-wide file of human resources as a second piece towards creating a full-scale Capacity Building Dissemination system. The Department of Education had received an extension of six months beyond the original expiration date of December 31, 1978 in order to honor the contracts of 51 Resource Agents which did not terminate until June 30, 1979. Between January 1, 1979 and March 31, 1979, (although without the services of an Educational Resource Coordinator) the Division of Federal Assistance's Dissemination Specialist and a full-time Librarian Technician funded by the Department continued to monitor the records and workshops of the 51 agents under contract. At the same time, Division officials were engaged in soliciting contributions from Department Divisions and programs to carry on the RAP Program in 1979-80 without the benefit of NIE funding. With the assistance of a new RAP Panel consisting of representatives appointed by each Division Director, recruitment for 1979-80 RAP agents was initiated.

On April 1, 1979, recruitment for the 1979-80 program was well underway and a temporary professional employee was hired by the Department to assist the Project Director with details to the completion of the contracts for the 1978-79 agents and in preparing for the 1979-80 agents.

Two separate mass mailings to school district superintendents and principals and lists of candidates submitted by various Department consultants, as well as from representatives in local school districts, elicited a total of slightly over 40 applications for participation in the 1979-80 program. In the meantime, a total of $24,800 had been reallocated by various Department Divisions and programs to finance the coming year's program. Divisions and programs contributing funds were ESEA Title I and IV (including the Commissioner's Strengthening funds from IV-C), Bilingual Education; Early Childhood; Teacher Centers, Right to Read and Special Education.

The selection process in mid-May consisted of a meeting of the RAP Panel, plus out-of-Department consultants who had participated in on-site visits. After eliminating the agents visited who clearly did not meet the criteria and agents from the previous year whose records had been spotty, there was intensive discussion of all candidates about whom there was any doubt. The Panel succeeded in narrowing the number of available candidates to approximately 40, but they felt that the task of narrowing the candidates to the required 31 and making sure they fitted the categorical programs from which funds had been obtained was the responsibility of the Division of Federal Assistance administration. As mentioned elsewhere the figure of 31 was arrived at by estimating that each agent would cost approximately $800. As also mentioned previously, it was necessary to eliminate several excellent candidates in the general curriculum area because of the necessity of fitting them into categorical programs. However, with the combined consultation of the Director and Assistant Director of the Division of Federal Assistance and the RAP Coordinator, the attached list of 31 agents were selected.

In June, work on the 1979-80 RAP Catalog was initiated with the new agents being asked to submit drafts of descriptions on their proposed workshops. The assignment of editing this material, setting up the format of the Catalog and artwork was assigned to the temporary professional help. The RAP Coordinator spent a great deal of time with the Department Legal Counsel and the Vermont Attorney General's office working out the appropriate wording for the new contract. During this period also, the new RAP agents were obtaining written authorization from their classrooms for the number of workshops requested.

A telephone survey was conducted in June among the new agents to determine the best possible dates for a two-day training session. Since it was ascertained that most school districts had required in-service and orientation sessions the week before the opening of school, the penultimate week in August was selected with the specific dates of August 19 and 20 settled upon because of the availability of accommodations on those dates at Goddard College, a small institution in Plainfield, Vermont, about 10 miles from Montpelier. An out-of-state trainer who had been in contact with the Department was contracted as a possible group dynamics leader for the training session and the Technical Assistance Brokerage of the National Diffusion Network was approached for assistance in funding his services.

The end of the 1978-79 contracts became effective and the final count showed that 41 agents had conducted a total of 198 workshops (see Table 1). Previous commitment for an indepth evaluation of the process and performance of these agents had been made to NIE but because evaluation forms from agent and workshops participants would not be received until after June 30, 1979, in a letter dated June 12, 1979 from Mary Ann Luciano, Assistant Director of the Division of Federal Assistance, to William Sullivan, Chief, Contracts and Grants Management Division of NIE, a time extension of the Special Purpose Grant until September 30, 1979 was requested to "provide for a better final product report; a procedural and policy manual for the Resource Agent Program which responds to local educational needs for improved programs", The request did not ask for additional funds.

At the end of the quarter, the Evaluation staff had begun to sort out the evaluation returns in preparation for an indepth analysis of the 1978-79 RAP Program. At the same time, material which might be suitable for a procedural manual was collected and consideration began to be given as to the format this manual might take.

Although recruitment for the 1979-80 Program got off to a belated start and the selection of agents was further delayed because of the difficulty in fitting candidates to funded categories, the quarter ended with the staff satisfied that all that could be done before the close of the school year had been accomplished. Only the preparation of the 1979-80 Catalog and final arrangements for the August training session remained to be accomplished during the final quarter of the grant.

STATE OF VERMONT
DEPARTMENT OF EDUCATION
MONTPELIER
05602

June 12, 1979

Mr. William Sullivan, Chief
Contracts & Grants Maagement Division
National Institute of Education
Room 808A
1201 19th Street, N.W.
Washington, D.C. 20208

Dear Mr. Sullivan:

I am requesting an extension of our current Special Purpose Grant #NIE-G-78-0018.

This time extension is requested until September 30, 1979. The time extension will provide for a better final product report; a procedural and policy manual for the Resource Agent Program which responds to Local Educational Agency needs for improved programs.

This extension request is with no additional request for funds.

Thank you for your attention to this request.

Sincerely,

Mary Ann Luciano
Assistant Director
Division of Federal Assistance

MAL/d

cc: Mr. Robert Withey, Commissioner
Mr. Gerard Asselin, Director, Division of Federal Assistance
Ms. Mary Perry, Dissemination Specialist
Dr. Arch Steiner

1978-79 RAP AGENTS, SUBJECT AREAS, AND NUMBER OF WORKSHOPS

Adler, Diane	Motivational Techniques for Foreign Language Study	7
Brownell, Mark	Vermont Economics: A Backyard Approach	2
Buehner, Terry L.	American Studies S-L-O-W-LY	0
Burke, Elizabeth	Running a Volunteer Library	7
Burton, John	Art in Math, Math in Art	9
Callahan, James	Math Manipulative on Tape	9
Carey, Kathleen	Developing Written Expressiveness	10
Doost, Kay	Curriculum in the Arts	2
Elliott, Sandra J.	World Geography	2
Folino, Virginia	Black/White Slide Photography	2
Ganson, Wayne	Astronomy in Vermont	2
Gottesman, Jeffrey	Creative Math Manipulatives	3
Hasskarl, Elsie M.	The Energy Challenge	2
Hosford, Carol R.	The Rise of Western Culture-A Myth and Arts Approach	2
Igleheart, Margaret	Media Center "How To"	2
Irwin, Lynn	Games in the Social Studies	0
Jaquay, Nelson	Developing an Elementary Economic System through the Industrial Arts	0
Junker, Casey	Childcycle	3
Kachnowski, Robert	A Working Model for Gifted and Talented Children	9
Kennedy, Mary P.	Without a little twist there are alot of things that wouldn't stay together in the world.	1
Kreitzer, Jerome D.	The Nature of the Future	1
Lane, Karen	Ethnic Heritage	1
Le Duc, Darryl	Writing Longer Sentences	2
Lingelbach, William E.	How to Teach Writing	9
Madison, Mark	Creative Writing and Radio Plays	2
Mallory, Leigh	Project Adventure	7
Marchant, Charles R.	Community Involvement in Secondary Education	2

TABLE 2 CONT'D.

Melville, Dorothy	Nutrition and the Total Curriculum	4
Miller, Jane	Recourses in Reading	8
Mortensen, Eric	Project Paradise	0
Mullen, Gerard A.	Land Use and the Vermont Environment	1
Nelson, John	Vocational Drafting	0
O'Brien, Kathleen	Rural Resources for Parents	9
O'Keefe, Lawrence	Project Paradise	0
Onion, Margaret K.	The Potential of Research Sequences	4
Pacilio, Vincent S.	Solar Greenhouse and Associated Studies	0
Pierce, Carol M. Pierce, Patricia C.	Developing and Teaching Pre-Reading Skills	8
Powell, Linda L. Rich, Martha J.	Filming Projects in Oral History	3
Rider, Fenn T.	Affective Learning	7
Riley, Rose	Skill Centers for the Classroom	11
Rusnak, George E., Jr.	The Teacher as a Pilgrim in Learning	1
Seybolt, Cynthia T.	How to Survive as a Part-time Librarian and have Fun	3
Sherry, Douglas	MEEP	8
Singer, Thomas K.	Creative Dramatics	4
Slayton, Ronald	Participation is Art	12
Stanton, Alexandra	Understanding Culture and the Ways of Vermont	2
Strathairn, Frankie	Task Analyzed Skills for the Handicapped	9
Ward, Gale	A Whale Curriculum	0
Warner, Eva L.	Individualized Instruction	5